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ABSTRACT

This guide provides educators with a comprehensive list of doctoral dissertations in social studies education completed between 1934 and 1962. A basic bibliographic reference for each entry, containing the author's name, the title of the study, the name of the university where the study was completed, and the date of completion, constitutes the major concern and contribution of the guide. In addition, when certain other pertinent information was readily available, the basic bibliographic reference is supplemented and may contain such data as a brief summary of the purpose of the study, abstract and microfilm references, and Library of Congress card numbers. Occasionally a published reference, written by the author of a study and based on the study, is cited. The studies are grouped into twenty-six categories. Indexing is by author and subject. (Author/SHM)

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Dissertations in Social Studies Education: A Comprehensive Guide

Compiled by
WALTER E. McPHIE

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NATIONAL COUNCIL FOR THE SOCIAL STUDIES
RESEARCH BULLETIN NO. 2

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Dissertations in Social Studies Education: A Comprehensive Guide

WALTER E. MCPHIE

University of Utah Contract Team to Ethiopia
United States Agency for International Development

Chairman, Department of Secondary Education
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FOREWORD

Working assiduously and with single-minded determination, doctoral candidates produce dissertations which are often relegated to the limbo of the library reference rooms or to the dark recesses of microfilm cans. These products of sacrifice, sweat and tears frequently go unnoticed, unheralded, uncriticized, and unutilized.

Dr. McPhie has made a distinctive contribution to our profession by bringing to light completed doctoral dissertations in the field of social studies education. This publication is obviously a labor of love for it must have taken much time and effort and patience to seek out and to organize so comprehensive a list. A perusal of the table of contents, the author index, the subject index, and the brief annotations will guide many an educator to useful materials in his particular field.

At this time of frenetic activity in curriculum reform, Dr. McPhie's compilation should encourage graduate students to undertake studies in depth designed to answer some of the overarching problems that persist in the social studies. Certainly one of the important by-products of this guide should be an evaluation of the research which has already been done.

We express our appreciation to the Research Committee of the NCSS for their assistance and cooperation with the NCSS Publications Committee in making this study available to the profession.

ISIDORE STARR, *President*
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INTRODUCTION

The basic purpose of this guide is to provide interested educators with a comprehensive list of completed doctoral dissertations in social studies education. Such a list will enable both educators and students to "see" what has been done, which areas have been emphasized—perhaps overemphasized, which areas have been neglected, etc. Graduate students will find the list to be a valuable source from which to find suggestions of topics needing investigation.

This guide is *not* an appraisal of research in social studies education; neither does it represent an attempt to give a comprehensive review or analysis of such research. A basic bibliographic reference for each entry, containing (1) the author's name, (2) the title of the study, (3) the name of the university where the study was completed, and (4) the date of completion, constitutes the major concern and contribution of the guide. In addition, however, when certain other pertinent information was readily available, the basic bibliographic reference was supplemented and may contain such data as (1) a brief summary of the purpose of the study, (2) abstract and microfilm references, and (3) Library of Congress card numbers. Occasionally a published reference, written by the author of a study and based on the study, is cited.

In order that the reader might understand the guide more completely the following information on its origin and development is given.

The guide originally appeared as Part II of the compiler's doctoral dissertation in 1959. (See study number 463.) While doing bibliographic research for background to his study, he became aware of the countless hours of wasteful and meaningless time devoted by graduate students to the clerical duty of ferreting out titles of studies pertaining to their own individual research projects. Deciding that a comprehensive list of studies completed within the area of social studies education would constitute a real contribution to that field of study, a careful record of all such studies completed during the period 1934 to 1957 inclusive was kept.

The basic source from which the titles were taken was *Doctoral Dissertations Accepted by American Universities* (New York: H. W. Wilson Company, 1933-1955). In addition, two other basic sources were used: *Microfilm Abstracts* (Ann Arbor, Michigan: University Microfilms, 1938-1951) and *Dissertation Abstracts* (Ann Arbor, Michigan: University Microfilms, 1951-1959).

After compiling the list, the chairman of the department of social studies education at each of the universities involved was contacted and asked to check the titles on the list for possible additions and/or deletions. This procedure led to several changes in the basic list.

Subsequently an attempt was made to contact each author of the 385 studies included on the list. They were asked to supply brief annotations with specific reference to the purpose of their studies. They were also asked to supply information as to whether or not their studies had been abstracted and microfilmed. If the authors had published materials based on their studies they were asked to include references to these materials. Approximately 75% of the authors returned the questionnaire, but many were incomplete. A search in *Microfilm Abstracts* and *Dissertation Abstracts* (see above) supplemented the annotation

and abstract/microfilm information supplied by the authors, but such information was still far from complete for all of the studies included on the list.

Most of the annotations which appeared in the guide were direct quotations taken from either the returned questionnaires or from the statement of purpose prefacing the abstracts as they appeared in the two source volumes. In some cases, however, the annotations were paraphrased in the interest of brevity.

Soon after the completion of the compiler's dissertation in 1959, an interest in making the guide more accessible became apparent. Subsequently, Harvard University's Graduate School of Education and the National Council for the Social Studies cooperatively produced a mimeographed edition of the guide, including a supplemental list containing basic bibliographic references on studies completed since the terminal date of the compiler's study, 1957. This edition was limited in its distribution and the supply was soon depleted.

In the spring of 1963 the compiler was asked to make a revision of the mimeographed edition. In order to keep the revision from becoming unwieldy, since 182 studies were to be added to the list, editing was necessary. Each entry still contains the basic bibliographic information. Annotations which appeared in the mimeographed edition have remained virtually unchanged in the revision with the exception of a few where "updating" was necessary. In addition, most of the new entries are accompanied by annotations. This was made possible because the basic source from which the new studies were taken was *Dissertation Abstracts*. The latter was considered to be an adequate source since nearly all universities with doctoral programs in education have been cooperating with University Microfilms (Ann Arbor, Michigan) since 1957. Most of the additional entries in the revision contain the abstract/microfilm data, also. Some exceptions occur in cases where the author (or university) did not supply an abstract, or, in some instances, when the study was completed at Colorado State College of Education (Greeley, Colorado) or Pennsylvania State College (University Park, Pennsylvania). In the latter two institutions it is not uncommon for doctoral studies to be listed in *Dissertation Abstracts*, but for the abstracts to appear in their own private respective publications (*Abstracts of Field Studies Completed for the Degree of Doctor of Education*, Colorado State College of Education; *Abstracts of Doctoral Dissertations*, Pennsylvania State University).

Sometimes only basic bibliographic information appears in the guide for certain studies. Two reasons, in general, account for this. First, on some early studies (and, rarely, on more recent ones) no additional information was available. Secondly, on occasion, a title of a pertinent study appeared on the master list in the Index volume of *Dissertation Abstracts*, but was not actually indexed nor did abstracts appear in the source volumes. In the latter case, the basic bibliographic information was copied from the Index and is so indicated in the guide.

In addition to the above, the reader should be made aware of other changes in the revision. All of the studies have been re-examined and have been grouped into twenty-six categories. This is eleven more than were in the earlier edition. The author index has been brought up to date, and a rather comprehensive subject index has been added. Since categorization was extremely difficult with some titles, it was hoped that the subject index, plus extensive cross-referencing, would offset any difficulty caused by possible mis-categorization. All of the dissertations listed in this guide are unpublished unless the title appears in italics, or unless the guide entry specifically designates the study as having been published.

The guide includes titles of studies completed between 1934 and 1962 inclusive. There are some studies listed which were completed in 1963, but in general the published lists of 1963 studies were too late for inclusion in the guide.

Such is the purpose, history, and content of the guide. It is unlikely that errors have been avoided—though much effort and care has been expended toward that end. It is equally probable that some studies which should be contained in the guide have been unintentionally omitted while others, whose appearance in the guide might be questioned, have been included. It is hoped that, in spite of the human error which inevitably creeps into such a complex undertaking, the purpose of the guide will be served and that educators whose interests and responsibilities lie in the social studies area will have a tool which will assist them in their very important task.

WALTER E. MCPHIE
November, 1963.

Key to Reference Abbreviations

Abs. Dis. = *Abstracts of Dissertations,* Stanford University.

Abs. Doc. Dis. = *Abstracts of Doctoral Dissertations,* Pennsylvania State University.

Dis. Abs. = *Dissertation Abstracts,* Ann Arbor, Michigan: University Microfilms.

L. C. = Library of Congress.

Mic. Abs. = *Microfilm Abstracts,* Ann Arbor, Michigan: University Microfilms.

History and Development of the Social Studies

SECONDARY SCHOOL LEVEL

1. ALILUNAS, LEO J., "Genesis of the Social Studies Movement in American Secondary Education." University of Michigan, 1946.

   This is a study of the basic factors which influenced the development of the social studies movement in American secondary education which began in 1916. It also deals with major controversies concerning the teaching of the secondary school studies in the period between the end of World War I and World War II. See: "The Evolution of the American Secondary-School Studies Movement of 1916," *Educational Administration and Supervision*, 33:411-17, November, 1947.

2. ROORBACK, AGNEW O., "The Development of the Social Studies in American Secondary Education." University of Pennsylvania, 1936.

3. YOUNG, MORGAN M., "The Development and Present Status of the Social Studies in Texas High Schools." University of Texas, 1948.

   In this study, a questionnaire was sent to five hundred high schools. From the data on the returned questionnaires, tabulations were made which gave information on the following: trends in organization, methods, materials, evaluation, offerings, etc. (Abstracted at the University of Texas.)

(See also numbers: 7, 74, 77, 100, 142, 209, 222, 224, 233, 243.)

JUNIOR HIGH SCHOOL LEVEL

(See number: 56.)

ELEMENTARY SCHOOL LEVEL

4. GIBBONS, JIMMIE L., "Historical Development of the Social Studies Program in American Elementary Schools." University of Texas, 1953.

   This thesis traces the development of social education from 1500 B.C. to 1950 A.D. However, it is largely concerned with a look at the factors which have influenced the development of the social studies program and in particular, at the elementary school level. (Abstracted at the University of Texas.)

GENERAL

5. HOLLAND, HOWARD K., "The Legal Basis for the Social Studies in Michigan, 1797-1948." University of Michigan, 1948.

   The purpose of this study was to discover the fundamental authority over the social studies and to trace the historical development of the disposition of that authority. An attempt was made to determine what agencies and boards had been given power over instruction, and, insofar as was possible, the reasons for such delegation of power. Finally, an historical statement is made with respect to the nature of the prescriptions affecting the social studies. (*Mic. Abs.*, 9, number 1:41, pub. no. 1108, L. C. card no. Mic. A48-317.)

(See also numbers: 65, 136, 147, 197, 216, 252, 311, 336.)

Curriculum, Courses of Study, and Study Guides

SECONDARY SCHOOL LEVEL

6. ADAIR, CHARLES HERSEY, "Predicting Readiness for Social Studies Curriculum Change: A Study of Determining Forces in Secondary schools." Florida State University, 1962.

This study was conducted to aid curriculum leaders in recognizing readiness for curriculum change in given school situations. (*Dis. Abs.*, 23:2029; L. C. card no. Mic. 62-4600.)

7. CRUIKSHANKS, ANDREW NORMAN, "The Social Studies Curriculum in the Secondary School, 1893-1955." Stanford University, 1957.

   This is an historical study which traces the development of the secondary school social studies curriculum content from the "separate subject" approach to the present field organization. The study is related to major social changes which have occurred in the United States. Courses of study, textbooks, and authoritative literature were used to determine past and present content. (*Dis. Abs.*, 18:483; pub. no. 25,036; L. C. card no. Mic. 58-4191.)

8. CUMMINGS, FRANCES, "Changing Objectives and Their Relations to the Social Studies Courses of Study in the Secondary School." New York University, 1946.

9. FAIR, JEAN E., "An Evaluation of the Comparative Effectiveness of a Core Curriculum and a Conventional Curriculum in Developing Social Concern in Secondary-School Students." University of Chicago, 1953.

   Students in each of four years of a core and a conventional high school program were compared on achievement in four areas called social concern: (1) awareness of social conditions, (2) interest in activities dealing with social affairs, (3) ability to think consistently about social problems, and (4) beliefs about social problems. Both kinds of curriculums were analyzed for the purpose of explaining the lack of difference between students in the two programs in the first three areas and the superiority of the core program in the fourth area by the time the students were in the twelfth grade. (Abstracted at the University of Chicago.) See: "The Comparative Effectiveness of a Core and Conventional Curriculum in the Development of Social Concern," *School Review*, 62:274-82, 346-53, May-September, 1954.

10. KINSMAN, KEPHAS A., "Representative Patterns of Organizations of the Social Studies in the Secondary Schools of the United States." University of Southern California, 1948.

    In this study an attempt to do the following is made: (1) state the philosophy of the social studies in the United States, (2) present representative curriculums as submitted by the National Council for the Social Studies, (3) report trends as indicated by the curriculums, and (4) make recommendations to reduce the patterns of organization in the social studies to a common end in American schools. (Abstracted at the University of Southern California.)

11. NOALL, MATTHEW F., "An Evaluation of the Secondary School Social Studies Curriculum in the State of Utah." University of Utah, 1950.

    This study was undertaken for the purpose of evaluating the effectiveness with which the Utah secondary school social studies program was affecting the secondary school pupils' social attitudes. Specifically, the study attempted to evaluate the attitudes included in the Social Beliefs Test 4.21 and 4.31, an evaluation instrument of the Eight Year Study. (Abstracted at the University of Utah.)

12. SEXTON, ALLEN GREGORY, "A Survey of the Social Studies Curriculum in the Secondary Schools of Selected American Cities." University of Buffalo, 1956.

13. SHERK, JEROME, "The Effects of Wars, Teachers' Organizations, Labor Organizations, and College Entrance Requirements on the Social Studies

Curriculum of the Public-Secondary Schools of New York State, 1853-1936." New York University, 1942.

The study attempted to show specific changes which took place in the teaching of social studies due to the influence of the factors mentioned. It used such sources as the convocations, minutes and other proceedings of the Regents of the University of the State of New York, magazine and newspaper articles, textbooks, resolutions of the state legislature and of the organizations mentioned in the title, etc. (Abstracted at New York University.)

14. VAN TIL, WILLIAM A., "A Social Living Curriculum for Post-War Secondary Education; an Approach to Curriculum Development through Centers of Experience Derived from the Interactions of Values, Social Realities, and Needs." Ohio State University, 1946.

This dissertation recommends an approach to curricula in social living for post-war secondary education. The approach holds that three sources are in interaction: values, social realities, and needs of adolescents. Desirable curricula derive from these sources. Fifteen centers of experience are recommended. Each is based upon the three sources in interaction. (Abstracted at the Ohio State University.)

15. WARREN, LEE DONALD, "A Social Studies Program for the Non-Academic Pupil." Pennsylvania State University, 1940.

This study was conducted at the request of the Department of Secondary School Principals. The author was chairman of the State Committee and about eighty-five other persons assisted in the study. The early chapters are devoted to the results of various state-wide surveys, and the later chapters to a suggested program for grades ten, eleven, and twelve. (Abstracted at Pennsylvania State University, *Abs. Doc. Dis.* 3:240.)

16. WATROUS, MARY WOODWORTH, "An Exploratory Investigation in Correlating Ninth Grade English and Social Studies in the Regularly Scheduled Class Periods in the Lewis and Clark High School in Spokane, Washington." University of Washington, 1957.

The purpose of this exploratory investigation, within the limits as given in the title, were: (1) to determine what practical subject matter adjustments could be made toward the improvement and enrichment of instruction following current trends in correlation at the secondary level as adjusted to resources and staff available at Spokane; and (2) to point the way for further curriculum experimentation on the basis of what was learned. This study was done at the ninth grade level. (*Dis. Abs.*, 17:1016; pub. no. 20,403; L.C. card no. Mic. 57-1616.)

17. WOOLSTON, LOREN S., "Community and Social Studies Program: Possible Revision of the Social Studies Program of Madison High School, Rochester, New York, in Light of a Study of Selected Community Problems." Syracuse University, 1946.

(See also numbers: 42, 49, 100, 140, 155, 164, 200, 206, 231, 430, 489, 492, 495, 527.)

JUNIOR HIGH SCHOOL LEVEL

18. CARTER, HAROLD J., Proposed Course of Study in the Social Studies Based on the Aims of General Education and Psychological Needs of Adolescents for the City of Englewood, New Jersey (Grades 7 to 9)." New York University, 1950.

In attempting to produce the proposed course of study, this author had as his objective the following: (1) to ascertain [a] the aims of general education, [b] the psychological needs of adolescents, and [c] the educational needs of the city of Englewood; (2) select and define problem areas of study encompassing the first two points; (3) suggest possible academic materials of instruction; (4) suggest possible methods of instruction; and (5) recommend types of evaluation to be used as a means of improving the proposed course of study. (*Mic. Abs.* 10, no. 3:96, pub. no. 1812; L.C. card no. Mic. A50-329.)

19. NORTHROP, JAMES HOWARD, "A New Social Studies Program for the Seventh, Eighth, and Ninth Grades of the Schools in the Town of Babylon." New York University, 1942.

    This study is the development of a new course of studies in social studies for the schools in the city named in the title. It was brought about when the principals of the schools of that city felt they could plan a course of studies for their own students' needs which would be more suitable than that provided by the State Education Department. The course of studies developed in this study was subsequently adopted by the State of New York for use in the schools of the town of Babylon and the Regents' examinations were waived. (Abstracted at the New York University.)

20. POSEY, KAYTE LEE, "Suggested Content for the Eighth Grade Social Studies Program in Louisiana to Support the Principal Objectives of the Program As Stated by Selected Teachers and Listed by the State Department of Education." University of Houston, 1959. (*Dis. Abs.*, 20:3132-33; L.C. card no. Mic. 59-5283.)

    The title of this study is comprehensive and self-explanatory.

(See also numbers: 277, 278, 280, 281, 433, 446.)

ELEMENTARY SCHOOL LEVEL

21. BURRESS, ROBERT N., "A Desirable Social Studies Curriculum for the Middle Grades." George Peabody College for Teachers, 1952.

    The author of this study used (1) present practice, (2) expert opinion, and (3) studies of child growth and development to make some recommendations for content in grades four, five, and six. (Abstracted at the George Peabody College for Teachers.)

22. COXE, ROSS M., "A Suburban School System Faculty Looks at and Improves Its Program in Social Studies for Children and Youth." Wayne State University, 1957.

23. CROWDER, WILLIAM WALDROP, "A Study of Out-Of-School Experiences of Selected Second Grade Children with Implications for Revision of the Social Studies Course of Study." Indiana University, 1958.

    The title of this study is self-explanatory. (*Dis. Abs.*, 19:2265-66; L. C. card no. Mic. 58-7913.)

24. KARNES, MERLE M. B., "An Experience Curriculum in the First Grade with Emphasis on Social Progress." University of Missouri, 1949.

    This study is an attempt to discover the extent to which certain selected experiences affect (1) the behavior of first grade children in social situations, and (2) the educational development of these children. An attempt is also made to discover the relationship between the social development of these children and their acquisition of fundamental skills and knowledges as they participate in activities selected to emphasize social development. (*Mic. Abs.*, 9, no. 3:72; pub. no. 1470; L. C. card no. Mic. A49-227.)

25. McCarthy, Mary C., "The Local Community in Third Grade Social Studies: A Case Study in San Francisco." Stanford University, 1951.

An effort was made in this dissertation to discover whether or not the study of the local community is a suitable emphasis for children in the third grade in San Francisco. The study was undertaken to see if there was justification for the choice of content and grade placement according to the criteria drawn from educational psychology and educational sociology. (Abstracted at Stanford University. *Abs. Dis.*, 26:448.)

26. Modeen, Glenn W., "Implementation and Utilization of the K-12 English and Social Studies Instructional Guides in Denver." University of Denver. (As listed in Index, *Dis. Abs.*, 1958-1959.)

27. Nault, William H., "A Study of Certain Factors Relating to the Use Teachers in Selected Cities Make of Their Elementary School Social Studies Guides." Teachers College, Columbia University, 1954.

This study is an effort to determine the use teachers in selected school systems make of curriculum guides and to examine certain factors which are associated with teacher use of guides. The specific interest is to shed light on the use and worth of curriculum guides in the improvement of instruction. See: "Can Curriculum Guides be Effective?" *Educational Leadership*, 12:410-14, April, 1955.

28. Rucker, Drummond Clinton, "An Appraisal of an Integrated Program Based on Modern Social Problems at Intermediate Grade Level." University of Missouri, 1941.

This study is an appraisal of an integrated program which the author described and defined as one in which "the teacher and the group chose for study and investigated those vital problems which were significant for pupils; and that the solution of these problems drew upon these pupils' background of experience and every area of subject matter which they recognized as offering effective aid." (Abstracted at the Curriculum Library, Springfield, Missouri, Public Schools.)

29. Stone, James C., "A Curriculum for the Teaching of American Ideals." Stanford University, 1949.

The purpose of this study was to develop materials for children of upper elementary school age which are designed to teach American ideals in behavioral terms. Involved in this study were the following: (1) an analysis of significant historical documents embodying American ideals, (2) a critical review of studies in character education, psychology of learning, (3) the development of curriculum materials for the teaching of American ideals, and (4) using these materials experimentally in upper elementary and junior high school classes in selected schools in the Bay area of California. (Abstracted at Stanford University. (*Dis. Abs.*, 24:532.)

(See also numbers: 4, 211, 288, 290, 477, 486.)

GENERAL

30. Christie, Arthur, "Certain Historic Concepts of the American Way of Life with Implications for the Foundations of Curriculum and Teaching." University of Florida. (As listed in *Index, Dis. Abs.*, 1958-1959.)

31. Elledge, Gerald Ezra, "The Role of the State Department of Education in the Development of the Social Studies Curriculum in Colorado." University of Colorado, 1961.

The objective of this study was to propose recommendations and a program to the State Department of Education for the development of the social studies curriculum in Colorado. (*Dis. Abs.*, 22:3037; L.C. card no. Mic. 62-1243.)

32. HODGSON, FRANK M., "Organization and Content of the Social Studies Curriculum." University of Southern California, 1953.

    This study represents an attempt to survey the current form of general and internal organization of the social studies program in the United States. It represented a sampling of city school districts and state departments of education throughout the country. It was a survey of (1) the topics taught at each grade level in city school systems, (2) the current legal requirements and restrictions relative to the social studies program, and (3) desirable and future changes relative to the social studies program. See: "Trends in Social Studies in the Elementary Schools," *School and Society*, 80:85-87, September 18, 1954.

33. MCLENDON, JONATHON C., JR., "A Technique for Deriving a Social Studies Curriculum from Current Affairs." University of Minnesota, 1952.

    In this study fourteen sources were surveyed in order to compile a master list of topics of current national (public) interest. Analysis yielded a simplified technique involving only two sources that revealed almost all of the topics on the master list and in roughly the same order (correlation in excess of .75) as on the master list. Procedures for converting two topics of public interest into outlines suitable for instruction were illustrated. (Abstracted at the University of Minnesota.)

34. MUSCHELL, CHARLES S., "A Proposed Course of Study in the Social Studies for Westwood, New Jersey, Developed through Teacher Participation on a System-Wide Basis." New York University, 1950.

    This study attempted to show that a course of study developed on a system-wide basis though teacher participation would be a more effective one than one developed in some other way—such as by experts, "scissors and paste," etc. It hoped to prove that teachers are equipped to do this valuable work and that, through this participation, they would (1) gain a valuable in-service learning experience, (2) gain mutual respect (elementary and secondary) of each other's professional competence, and (3) tend to want to put the course of study into action and make it work, since it was "theirs." (Abstracted at New York University.)

35. SAND, OLE P., "Continuity and Sequence in Social Studies Curriculums." University of Chicago, 1948.

    This study attempts to answer two questions: Is there evidence of continuity and sequence of important concepts, values, and skills from kindergarten through twelfth grades in social studies (1) in the curriculum guides and courses of study investigated? and (2) in the opinions of the teachers interviewed and observed? (Abstracted at the University of Chicago.) See: "Continuity and Sequence in Social Studies Curriculums," *Journal of Educational Research*, 44:561-73, 1951.

36. STROMNES, MARTIN, "A Theorem of Curriculum Construction Centering in the Social and Natural Sciences." Stanford University. (As listed in *Index, Dis. Abs.*, 1957-1958.)

37. WELLING, JOHN STOVER, "A Sequential Curriculum with the Social Studies and Natural Sciences as Cores." New York University, 1941.

(See also numbers: 98, 127, 184, 191, 194, 212, 244, 317.)

History

American History

SECONDARY SCHOOL LEVEL

38. ALEXANDER, IDA GRACE, "A Teacher's Manual for the Integration of Fourth Year Courses in English American Literature and United States History." New York University, 1941.

    The title appears to be descriptive of the contents of this study.

39. ALLEN, WARREN G., "A Survey of Opinions from Selected Groups as Pertains to the High School Course of United States History." University of North Dakota, 1956.

    This survey and analytical type investigation was primarily a curriculum study aimed at improving the course in terms of content and procedures of presentation. (Abstracted at the University of North Dakota.)

40. EIKENBERRY, ALICE MARGARET, "The Use of Laboratory Practices in the Teaching of American History on the Secondary Level." Teachers College, Columbia University, 1953.

    The purpose of this study was (1) to clarify the meaning of the laboratory practice method to teachers of American history, (2) to write laboratory descriptions that illustrate how the citizenship values and skills, peculiar to history and related to the needs of youth, can be taught more effectively, and (3) to show how the laboratory practice method can be geared into various types of course organizations and into recommended procedures in the teaching of American history. (Abstracted at Columbia University.)

41. DEVITT, JOSEPH J., "The Relative Importance of United States History Concepts in General Education Programs at the Secondary-School Level." Boston University, 1958.

    The purpose of this study was to prepare a comprehensive list of validated United States history concepts, and to evaluate each concept in terms of its relative importance in general education at the secondary-school level. A list of 938 concepts were identified and evaluated. (*Dis. Abs.*, 18:1739-40; L. C. card no. Mic. 58-672.)

42. GROSS, RICHARD E., "Trends in the Teaching of United States History in the Senior High Schools of California." Stanford University, 1951.

    This survey study reported on the stated aims, content, course articulation, materials, methods, evaluation, and the teacher preparations as well as offerings in United States history. Recommendations of instructors as well as those of the researcher for improving the instruction and the course are included. Results of the study are compared with earlier figures in California and with findings in other states. (Abstracted at Stanford University. *Abs. Dis.*, 26:413.) See: "Trends in the Teaching of United States History," *California Journal of Secondary Education*, 26:263-67, May, 1951.

43. JOHNSON, FRED ARNOLD, "Depth Versus Breadth in Teaching American History to High School Students." University of Minnesota, 1961.

    The purpose of this study in the teaching of American history to high school students was to determine the effect of depth teaching versus breadth teaching in terms of (1) achievement at the end of the course, (2) permanent learning,

(3) immediate and long term gains, and (4) achievement and gains in achievement by ability sub-groups with equivalent academic ability. (*Dis. Abs.*, 22: 2718-19; L. C. card no. Mic. 61-5877.)

44. JONES, SAMUEL H., "A Study of Bias in the Treatment of Nullification and Secession in the Secondary School History Textbooks of the United States." Ohio State University, 1954.

Noting definite differences between the attitudes of Northerners and Southerners toward the Civil War and the War between the States, the author of this study attempted a systematic examination of secondary school textbooks. This was done on the presupposition that the bias written into these books could influence the thoughts of the persons who were exposed to them in their youth. The study is narrow in scope and exhaustive in what it purports to do. (Abstracted at Ohio State University.)

45. HARTWIG, CAROLINE E. E., "The Integration of Missouri History and American History for the Senior High Schools of Missouri." University of Missouri, 1938.

This is an experimental study in which the results of teaching American history and Missouri history as an integrated course were compared with those of teaching them as separate subjects. Experimental and control groups were used. (Abstracted at the University of Missouri.) Published, however, as: *The Integration of Missouri History and American History for the Senior High Schools of Missouri; Missouri at Work on the Public School Curriculum.* Secondary School Series, Special Bulletin, 1939.

46. LEVINE, MICHAEL, "A Critical Analysis and Evaluation of Selected Current Secondary-School Textbooks in American History in the Light of Educational Research." New York University, 1936.

47. ROBERTSON, JAMES EVERETT, "The Effectiveness of a Selected Set of Books in the Study of a Unit in Twelfth Grade American History." Pennsylvania State University, 1962.

The purpose of this study was to determine whether or not a set of books, which has been evaluated for readability at various grade levels, can make a significant change in the learnings of twelfth grade American history students in their study of a selected unit in American history. (*Dis. Abs.*, 23:3819-20; L. C. card no. Mic. 63-3077.)

48. SELAKOVICH, DAN, "The Techniques of Certain Pressure Groups Attempting to Influence the Teaching of American History and Government in the Secondary Schools 1945-1960." University of Colorado, 1962.

This is a study of some of the educational activities of five groups for the period from 1945 to 1960. The five groups were: (1) The American Legion, (2) The Daughters of the American Revolution, (3) The Conference of American Small Business Organizations, (4) The Friends of Public Schools, and (5) The National Economic Council. (*Dis. Abs.*, 23:1632-33; L. C. card no. Mic. 62-3812.)

49. SKAURUD, MARVIN HOYLE, "A Survey of the Changing Trends in the Senior High School American History Curriculum During the Last Half Century." University of Minnesota, 1955.

This dissertation analyzed all committee reports on history, courses of study, books in the field, and literature in social studies journals. This survey study sampled secondary texts only. (*Dis. Abs.*, 16:691; pub. no. 15,960; L. C. card no. Mic. 56-1082.)

50. STEINBERG, SAMUEL, "The Nature and Extent of Biographic Treatment in the American History Textbooks Used Most Widely in the Secondary Public Schools of New York City." New York University, 1944.

51. TAKAKI, TORI, "The Treatment of Japan and Peoples of Japanese Descent in Senior High School American History Textbooks." University of Michigan, 1954.

In this study eighty-seven high school American history textbooks, 1895-1950, were studied to see if treatment of Japan and people of Japanese descent had moved toward a world point of view such as the UNESCO ideal as defined in *Textbook Improvement and International Understanding* by I. James Quillen. (*Dis. Abs.*, 14:626; pub. no. 7744; L. C. card no. Mic. A54-896.)

52. WILLIAMS, PAUL THOMAS, "The Relationship of Pictorial Material and Written History. An Educational Study of Illustrations in Twenty-three Senior High School American History Textbooks, 1930-1940." New York University, 1943.

This investigation attempts to answer three questions: (1) What is the relationship between pictorial material and written material? (2) What is the educational significance of the pictorial material irrespective of its relationship to the written material as judged by a set of carefully derived criteria? (3) What educational implications may be drawn relative to the selection and evaluation of textbook illustrations on the part of teachers? (Abstracted at the University of Chicago.) See: "Textbooks Need Better Pictures," *Nation's Schools*, 33:501, June, 1944.

53. WILLIS, EARL T., "Trends in Objectives, Subject Matter Content, and Emphasis of American History Teaching in the Senior High School Since 1890." George Washington University, 1947.

In this study, data were secured from reports of official committees from such organizations as the National Education Association, the American Historical Association, and the National Council for the Social Studies; from textbooks in senior high school American history; from courses of study at the appropriate level; and from educational literature. (Abstracted at George Washington University.)

54. WISE, HARRY A., "The Value of Motion Pictures in Teaching American History in the Senior High School." Yale University, 1937. Published as: *Motion Pictures as an Aid in Teaching American History*, New Haven: Yale University Press, 1939.

55. WOESTEMEYER, INA FAYE, "The Westward Movement: A Book of Readings for High School Students." Teachers College, Columbia University, 1937.

This study was an attempt to produce a book of readings that would be useful for high school classes in American history. It subsequently, after being published, became popular at the college level. Published as: *The Westward Movement: A Book of Readings on Our Changing Frontiers*, New York: D. Appleton-Century, Inc., 1939.

(See also numbers: 85, 87, 325, 369, 370, 437.)

JUNIOR HIGH SCHOOL LEVEL

56. CAPUTO, FRANK, "Development of Junior High School United States History. Textbooks from 1886 to 1954." University of Pittsburgh, 1956.

This study is an analysis of eighty-one first edition texts, published in the United States between 1886 and 1954. There are three main elements: (1) an analysis of the aims and purposes as expressed by the authors in the prefaces, (2) an analysis of the subject matter content of the texts, and (3) an analysis of the teaching aids included in the texts. (*Dis. Abs.*, 16:2378; pub. no. 18,231; L. C. card no. Mic. 56-3783.)

57. CARPENTER, HELEN MCCRACKEN, *Gateways to American History: An Annotated Grade List of Books for Slow Learners in Junior High School.* Teachers College, Columbia University. New York: H. W. Wilson and Company, 1942.

The purpose of this study was to produce a bibliography of biography, fiction and factual books which were suitable, from the standpoint of historical accuracy, readability, and appeal, for teaching American history to slow learners at the level indicated. The annotations include: a synopsis of content, appeal, technical difficulties (grade level, style, etc.) and format. Book contains criteria for selection of such materials. New edition appeared late in 1959.

58. GILBERT, JOHN HENRY, "Changes of the Twentieth Century in the Treatment of Foreign Affairs since 1865 by United States History Textbooks for the Seventh and Eighth Grades." University of Wisconsin, 1955.

This study analyzed the narrative and expository presentation of post-1865 foreign affairs in selected seventh and eighth grade United States history textbooks, published during selected periods of the first half of the twentieth century. It seeks to identify the amount and, in part, the characteristics of this presentation. (*Dis. Abs.*, 16:714; pub. no. 14,764; L. C. card no. Mic. 56-1113.)

59. HOWLEY, MARY CATHERINE, "The Treatment of Religion in American History Textbooks for Grades Seven and Eight from 1783 to 1956." Teachers College, Columbia University. (As listed in Index, *Dis. Abs.*, 1959-1960.)

60. WILMETH, JOHN RICHARD, "An Experiment in Teaching Time Relations in Junior High School American History." Cornell University, 1944.

ELEMENTARY SCHOOL LEVEL

61. KERNAN, SISTER TERESA C., "A Semantic Count of Three History Textbooks Used in Catholic Schools." University of Pittsburgh, 1949.

This study consisted of a word count to determine the readability level of two textbooks used in Catholic schools in the course of study offered in the sixth grade in European backgrounds to American history, and a semantic count of the nouns on every tenth page to determine the shades of meaning found therein. (Abstracted at the University of Pittsburgh.)

62. WEAVER, VERNER PHILLIPS, "Basic American History Generalizations Necessary For the Social Studies Curriculum in the Elementary Grades." Pennsylvania State University, 1962.

The purpose of this study was to determine those basic generalizations in American history, appropriate for the elementary school social studies curriculum, which will provide the understandings necessary for the continued study of American history. (*Dis. Abs.*, 23:3704-05; L. C. card no. Mic. 63-3097.)

(See also number: 351.)

GENERAL

63. ADAMS, HOMER J., "The Use of Anecdotes in the Teaching of American History." George Peabody College for Teachers, 1953.

This study discussed the systematic, planned use of anecdotes as a teaching device. As a setting for the study, a summary of teaching devices is made. Also included are one hundred carefully selected anecdotes fitted within a framework of American history with instructions for their use. (Abstracted at the George Peabody College for Teachers.)

64. CARPENTER, MARIE E., *The Treatment of the Negro in American History School Textbooks: a Comparison of Changing Textbook Content, 1826 to 1939, with Developing Scholarship in the History of the Negro in the United States.* Teachers College, Columbia University, 1941.

The subtitle adequately describes the contents of this study.

65. CARTWRIGHT, WILLIAM H., JR., "A History of the Teaching of American History." University of Minnesota, 1950.

This study described (1) the emergence and development of American history in the school and college curriculum, (2) values and purposes which have been claimed for the subject, and (3) content and organization of the subject in the schools. (The author of this study indicated that it had been microfilmed with University Microfilms, Ann Arbor, Michigan. A search of *Dissertation Abstracts* and *Microfilm Abstracts* revealed no references.)

66. GUSTAFSON, LUCILE, "Relationships Between Ethnic Group Memberships and the Retention of Selected Facts Pertaining to American History and Culture." New York University, 1957.

This study focused on ethnic group membership as an effective factor in the retention of selected facts pertaining to American history and culture. (*Dis. Abs.*, 18:957-958; pub. no. 21,703; L. C. card no. Mic. 58-4643.)

67. JACOBS, CHAUNCEY D., "The Development of School Textbooks in United States History from 1795 to 1885." University of Pittsburgh, 1939.

In this study a complete analysis of all the textbooks in this field, published in the United States within the time period specified, was made. All the material, both printed and pictorial, was classified under six categories. An attempt was made to determine (1) where the writers placed their emphases, (2) what changes took place during the space of time involved, and (3) how much space was devoted to each classification. (Abstracted at the University of Pittsburgh.)

68. MERRITT, HELEN N., "Certain Social Movements as Reflected in United States History Textbooks." New York University, 1952.

In this study an attempt was made to discover the extent to which seven selected social movements, having their origins in the period 1800 to 1930, affected the content of United States history textbooks published during the periods 1840-1870, 1890-1910, and 1939-1940. The amount of space, the treatment of the movements, and the lag, were analyzed and compared. The educational implications were considered and dwelt upon. (*Dis. Abs.*, 12:711; pub. no. 3622.)

69. REYNOLDS, COLLINS J., "The Treatment of the Immigrant in American History School Textbooks." Harvard University, 1951. See: "Textbooks and Immigrants," *Phi Delta Kappan*, 33:295-96, January, 1952.

70. SPIESEKE, ALICE W., *The First Textbooks in American History and Their Compiler John M'Culloch.* (Teachers College Contributions to Education, No. 744.) Teachers College, Columbia University, 1938.

This study analyzed the first textbooks by John M'Culloch. Emphasis was on his qualifications for writing history and how he used his sources.

(See also numbers: 30, 301, 304, 307, 309, 332, 393, 429, 469, 557.)

World and European History

71. BARTLETT, L. HALL, "The Use of Laboratory Practices Technique in World History Classes: To improve Citizenship Understandings and Skills." Teachers College, Columbia University, 1955.

The author points out that there are recurrent and pervasive themes or elements in the study of world history. His study was undertaken because he believes that laboratory practices, built upon these pervasive elements, will help students to appreciate, through vicarious first-hand experience, the fundamental civic lessons that history can teach.

72. DAWSON, JOHN H., "A Survey of the Religious Content of American World History Textbooks Written Prior to 1900." University of Pittsburgh, 1954.

The author of this study examined 126 textbooks and measured their religious content. These books were all published between 1785 and 1889. (*Dis. Abs.*, 14:1331; pub. no. 8887; L. C. card no. Mic. A54-1958.)

73. JUNGE, RUBY M., "The Selection of Geographic Generalizations for a World History and Geography Course in the Secondary School." State University of Iowa, 1946.

Geographic concepts and generalizations essential to an understanding of world affairs were first objectively determined and then validated by a panel of geographers. Learnability at the ninth and tenth grade levels was then validated by a panel of master teachers of geography. From this, a two-year course in world history was developed. (Abstracted at the State University of Iowa.)

74. KEHOE, RAY E., "A History of the Teaching of General and World History in United States Secondary Schools." University of Michigan, 1953.

The purpose of this study was to present an historical account of the origins, growth, and development of selected aspects of the general history and world history courses in the United States secondary schools. (*Dis. Abs.*, 13:388; pub. no. 5055, L. C. card no. Mic. A53-590.)

75. MCNAMARA, SISTER JUSTA, *The Teachability of Certain Concepts in Modern European History in the Secondary School.* (Studies in Education, No. 33.) Johns Hopkins University, 1943.

76. SIEMERS, ALLAN ARTHUR, "World History in Selected California High Schools." Stanford University, 1959.

The purpose of this study was to determine existing curricular structures, methods, and materials being used in one-year world history courses in selected California high schools. (*Dis. Abs.*, 20:3227-28; L. C. card no. Mic. 59-6879.)

77. STEWART, FRANK L., "The Development of Secondary School Textbooks in Early American World Histories from 1800 to 1880." University of Pittsburgh, 1953.

The purpose of this study was to make an analysis of the world history textbooks used in the secondary schools of our country within the date period given. In so doing, an attempt was made to determine the following: (1) the origin of these world histories, (2) the evolution of their aims and objectives, (3) the subject matter content and organization, and (4) the nature of the teaching and learning aids which were included in the texts. (Abstracted at the University of Pittsburgh.)

129. EMERY, JUNE, "Relating Fields of Knowledge to Training for Social Intelligence; with Illustrations from Geography." University of Oregon, 1937.

130. GRIFFIN, PAUL F., "The Contributions of Richard Elwood Dodge to Educational Geography." Teachers College, Columbia University, 1952.

This study revealed that Richard Elwood Dodge was the pioneer in the field of educational geography in this country—if not in the entire world. His contributions both through leadership and creativity were myriad. (*Dis. Abs.*, 12:510; pub. no. 3888.)

131. MENSONIAN, MICHAEL GEORGE, JR., "Comparative Study of Geography and Social Studies Textbooks to Determine the Relative Emphasis Placed upon the Geographic Point of View." University of Connecticut. (As listed in *Index, Dis. Abs.*, 1961-1962.)

132. MORRIS, RITA MARY, "An Examination of Some Factors Related to the Rise and Decline of Geography as a Field of Study at Harvard, 1638-1948." Harvard University. (As listed in *Index, Dis. Abs.*, 1961-1962.)

133. RAMSAUER, ROBERT T., "Directed Exercises in the Political Geography of Europe and the Near East." Teachers College, Columbia University, 1955.

A series of study guides dealing with the political geography of Europe and the Near East, with emphasis on specially drawn work maps and penetrating questions designed to highlight various political regions.

134. RUSHDOONY, HAIG ARA, "A Study of Relationships between Achievement in Map-Reading and Selected Factors." University of California. (As Listed in *Index, Dis. Abs.*, 1961-1962.)

135. SAHLI, JOHN RANKIN, "An Analysis of Early American Geography Textbooks from 1784 to 1840." University of Pittsburgh, 1941.

This thesis analyzed the changing emphasis in (1) the aims of the authors, (2) subject matter content, (3) organization and presentation of the printed content, (4) teaching methods found in the prefaces, (5) other study and teaching aids, (6) visual aids, and (7) mechanical construction. This covered forty-nine American geography textbooks printed within the period of this study and written by twenty-eight different authors. (Abstracted at the University of Pittsburgh.) See: "Student Interest Appeals in Early Geography Textbooks," *Journal of Geography*, 53:20-24, January, 1954.

136. STOWERS, DEWEY MARION, JR., "Geography in American Schools, 1892-1935; Textbooks and Reports of National Committees." Duke University, 1962.

The teaching of geography in American schools underwent significant changes from 1892 to 1935. The purpose of this thesis was to help ascertain the nature of these changes and to help determine what factors were responsible for them. (*Dis. Abs.*, 23:146-47; L. C. card no. Mic. 62-2220.)

137. TIEDEMAN, HERMAN R. "A Study of Retention in Geography." State University of Iowa, 1941.

This was a study of the retention of content material found in a textbook used by all the schools participating in the study. The study involved the use of tests as aids to retention when used at varying intervals following learning. (Abstracted at the State University of Iowa.)

138. WILSON, KARL K., "Historical Survey of the Religious Content of American Geography Textbooks from 1784 to 1895." University of Pittsburgh, 1951.

The author of this study states that the purpose of this investigation was to determine the amount of space given to religious content in American geography textbooks by periods from the year 1784 to 1895, and to note the nature and treatment of that content. (Abstracted at the University of Pittsburgh.)

(See also numbers: 311, 337, 396, 450, 459, 461, 477, 557.)

Civics

SECONDARY SCHOOL LEVEL

139. GATES, JOHN W., *The Civic Competence of High School Seniors.* University of Chicago, 1945.

Based on the assumption that good teaching presumably modifies not merely knowledge patterns but behavior patterns as well, Dr. Gates presented data in this dissertation relative to the civic competence of high school seniors as reported by their employers. See: Summary in *Journal of Educational Research,* 39:528-34, March, 1946.

140. OLCOTT, WILLIAM VERNON, "The Teaching of Local Government in the Public Secondary Schools (Grades 7-12) of Three Upstate New York Counties." Cornell University, 1958.

The purpose of this study was to determine the extent to which the study of local government is a part of the secondary school curriculum, and what materials were used, how much time was devoted, what methods were employed, and what experiences were afforded in the teaching of local government. (*Dis. Abs.,* 19:1307; L. C. card no. Mic. 58-5882.)

141. PELTIER, CHARLES L., "The Civic Affairs Interests of High School Seniors." Boston University, 1952.

142. PETTERSCH, CARL A., "The Teaching of Government in the United States with Special Reference to Secondary Schools from 1861 to 1930." Teachers College, Columbia University, 1953.

The study aimed at tracing the evolution of government as a school subject over the years indicated in the title. An attempt was made to relate the older ideas on instruction in the structure and function of government to the later insistence upon the more general purpose of training for citizenship. (*Dis. Abs.,* 14:63; pub. no. 6683; L. C. card no. Mic. A54-95.)

143. SCRITCHFIELD, FLOYD C., "A Comparison of the Effectiveness of Two Methods of Teaching American Government in High Schools: Government Process Units and Commonly Used Materials and Methods." University of Kansas, 1955.

The central problem of this experiment was to discover whether high school students of American government could be guided through the study of five specific government-process units on state and local levels of government and entailing extensive student participation to acquire facts, principles, and understandings concerning American government as well as or better than through the materials and methods used in the control classes, using traditional texts and methods. Dr. Scritchfield wrote the government-process units which the experimental group used.

(See also numbers: 48, 164, 223, 271, 322, 491, 493, 532.)

JUNIOR HIGH SCHOOL LEVEL

144. AHERNE, GEORGE FRANCIS, "A Placement Study of the Concept of Checks and Balances in Our Federal Government at the Junior High School Level." Boston University, 1961.

This study, using one control and two experimental groups, was conducted in seventh, eighth, and ninth grade social studies classes in three separate communities in the area of metropolitan Boston, and involved a total of 786 pupils. (*Dis. Abs.*, 22:3035; L. C. card no. Mic. 61-6571.)

(See also numbers: 280, 322, 357.)

ELEMENTARY SCHOOL LEVEL

145. SMITH, LLOYD LOWELL, "Teaching Social-Civic Responsibility in the Elementary School." State University of Iowa, 1956.

A study involving the construction and experimental use of lessons involving new content in the area of social studies. Important areas of social-civic behavior governed by specific laws were studied, adapted for use in the classrooms by presenting situations which involved a breach of law, and their use as social studies lessons evaluated upon the basis of their experimental use in selected classes of second, fourth, and sixth graders. (*Dis. Abs.*, 16:2109; pub. no. 18,558; L. C. card no. Mic. 56-3347.)

(See also numbers: 178, 500.)

GENERAL

146. ANDREWS, CLAY SAMUEL, "Social Science Generalizations for Use in the Social Studies Curriculum: Organizing and Governing." Stanford University, 1957.

This dissertation was one of a series of studies constituting a group investigation of social science generalizations for possible use in the social studies curriculum. (*Dis. Abs.*, 17:2464; pub. no. 23,169; L. C. card no. Mic. 57-3986.)

147. JONES, EMLYN DAVID, "A Hundred Years of Civic Education in Washington." Stanford University, 1953.

In this historical-type study, the roles of the legislature, the state board of education, and the local school districts in developing the program of civic education in the public schools of Washington have been traced from the establishment of an organized system of public education to the present. (*Dis. Abs.*, 14:293; pub. no. 6897; L. C. card no. Mic. A54-414.)

148. MAHONEY, JOHN J., "Needed—Civic Education." Harvard University, 1944.

In this study an approach was suggested to civic education. It considered such topics as: (1) background to the problem, (2) definitions of the terms democracy and civic education, (3) political lethargy, (4) political intelligence of the American people, (5) qualities of superior political leaders, (6) Americans' obedience to laws, (7) social democracy—the ideal and reality, (8) prejudices, (9) economic democracy versus economic individualism, (10) educational prerequisites for economic democracy, and (11) lists ten civic objectives along with suggested school procedures. Published as: ***For Us the Living: An Approach to Civic Education*** (New York: Harper and Brothers, 1945).

149. MASON, WAYNE E., "Analysis of Early American Civil Government Textbooks." University of Pittsburgh, 1944.

In this study seventy civil government textbooks, published prior to 1890, were analyzed and evaluated for (1) subject matter, (2) aims of authors, (3) methods of suggested instruction, and (4) methods of organization and presentation of materials. (Abstracted at the University of Pittsburgh.)

150. NEWMAN, ROBERT ERNEST, "History of a Civic Education Project Implementing the Social-Problems Technique of Instruction." Stanford University, 1961.

This study traces the history and background of the *Building America* educational publishing experiment owned by the Society for Curriculum Study and its successor, the Association for Supervision and Curriculum Development, National Education Association.

151. PENROSE, WILLIAM O., "An Analysis of the Legal Rights and Duties of the Citizen as a Basis for Civic Education." Harvard University, 1948.

152. PUGH, JESSE J., "Civic Education from the Standpoint of Democracy." Ohio State University, 1937.

153. RODEHEAVER, JOSEPH N., JR., "The Relation of the Federal Government to Civic Education." Harvard University, 1951.

Dr. Rodeheaver's dissertation was a study of certain aspects of the growth and development of the United States Office of Education with special reference to civic education. (Abstracted at Harvard University.)

154. SWINGLEY, CLARENCE E., "The Legal Basis of Civic Education in the United States from 1900 to 1949." University of Chicago, 1950.

This study covered a number of points related to this subject: (1) the laws, statutory and federal, from 1900 to 1949, (2) the court decisions, state and federal, from 1900 to 1949, (3) the literature and annual reports of organizations both for and against such legislation over the same time period, (4) the books and special materials published during this period, (5) the tests or special educational materials available, and (6) the conclusions. (Abstracted at the University of Chicago.)

Sociology

Including: Family Life, International and Intergroup Education

SECONDARY SCHOOL LEVEL

155. AKERS, HOWARD J., "A Study of the Teaching of World Cultures in Oregon High School Curricula and a Unit Designed to Improve This Phase of the Social Studies." University of Oregon, 1953.

This study provides a short, but rather complete, study of the teaching of world cultures as it is being done in Oregon high schools. An attempt is made to illustrate how other cultures might be studied, including a specially written unit on the culture of Russia.

156. ATKYNS, GLENN CHADWICK, "Teaching for International Understanding: Basic Structure of a Secondary School Course Utilizing the Findings of Social Psychology and Cultural Anthropology." University of Connecticut, 1958.

The purpose of this study was to create the basic structure for a secondary school course devised to increase international understanding, utilizing pertinent

research in social psychology and cultural anthropology. (*Dis. Abs.*, 19:1025; L. C. card no. Mic. 58-3900.)

157. BROWN, MARJORIE M., "Group Problem Solving as a Method for Developing Values of Democratic Citizenship in Family Life Education: A Field Experiment." University of Illinois, 1954.

This experiment was an attempt to develop democratic values to guide human relationships in group living among students in four high school homemaking classes. (*Dis. Abs.*, 14:881; pub. no. 7834; L. C. card no. Mic. A54-1294.) See also: *Journal of Home Economics*, 47:202, March, 1955.

158. BRYSON, RALPH J., "The Promotion of Interracial Understanding through the Study of American Literature." Ohio State University, 1953.

The purpose of this study is to present materials, methods, and techniques which the high school teacher may employ in order to effect better interracial relationships among their students. Intended primarily for the teacher of English, this study is valuable also for any person who had the responsibility of improving social conditions. (Abstracted at Ohio State University.)

159. DUBOIS, RACHEL DAVIS, "Adventures in Intercultural Education." New York University, 1940.

This study is a report of concrete programs, tested in more than one hundred schools, for using the assembly as a nucleus to integrate school and community activities, for follow-up classroom discussions, and for social occasions which give young people the opportunity to practice new attitudes of good will among our various cultural groups. (Abstracted at New York University.) Published as: *Build Together Americans; Adventures in Intercultural Education for the Secondary School.* (New York: Hinds, Hayden, and Eldredge, Inc., 1945.)

160. FOGOROS, LETITIA MARGUERITE, "Determination of Elements Desirable for a Course in Family Life Education for the Senior Year of High School." University of Michigan, 1961.

An attempt was made in this study to determine which high schools in the nation were actively engaged in teaching family life units or courses, and to compile desirable elements for the development of a course in family life education to be taught to mixed classes of senior high school boys and girls. (*Dis. Abs.*, 22:2287; L. C. card no. Mic. 61-6350.)

161. GLATTHORN, ALLAN ADALE, "Family Life Education in the Public High Schools of Pennsylvania, 1957-58." Temple University, 1960.

This study of family life education in 637 Pennsylvania high schools surveyed the administrative provisions of separate courses in family living, the course content, the teaching techniques, and the teachers' background. It also surveyed family life education incorporated into existing courses not called family living courses. (*Dis. Abs.*, 22:181; L. C. card no. Mic. 60-4436.)

162. HILL, THOMAS J., "Experimental Study of Selected Instructional Materials in Social Class at the Secondary Level." University of Florida, 1954.

A study of the effects upon certain attitudes of high school students brought about by an organized study of social class in America. (*Dis. Abs.*, 14:2006; pub. no. 9713; L. C. card no. Mic. A54-2981.)

163. JACKSON, EARL C., "What is Being Taught About Negroes at the Secondary Level in American Schools." Harvard University, 1951.

164. PALMER, IRENE K., "Does the Social Civic Curriculum in the Public High Schools of Yonkers, New York, Meet Certain Fundamental Social Needs?" Fordham University, 1940.

Dr. Palmer established what the fundamental needs were in terms of the contemporary American society by (1) surveying the development of public education in the United States over the period 1900 to 1940 from documented sources, and (2) by defining the nature of children as individuals and as social beings. The social-civic curriculum in the Yonkers Public School System was described as to purposes, subject matter, accrediting, etc., and this was followed by a critical evaluation of same. (Abstracted at Fordham University.)

165. PALMER, JOHN ROBERT, "The Treatment of Social Change in High School History Textbooks." University of Illinois, 1960.

The purpose of this study was to investigate the hypothesis that high school history textbooks, through the explanations of social change provided, contribute significantly to an understanding of the process of social change. (*Dis. Abs.*, 21:1479; L. C. card no. Mic. 60-3974.)

166. SMART, THOMAS W., "Classroom Practices in International Education." Teachers College, Columbia University, 1955.

This study was an effort to establish the goals and objectives of international education, to develop criteria for good learning experiences that foster the growth toward these goals among secondary school students, and to provide examples of such experiences in the form of a series of practice or activity descriptions. (Abstracted at Columbia University.)

167. TAYLOR, VELMA A., "An Analysis of Fictional Short Stories Found in Current Magazines Read most Often by Indiana High School Students with Reference to Treatment of American Social Classes." Indiana University, 1953.

The problem of the study was to analyze fictional short stories in the three magazines frequently publishing fiction and read most often by Indiana high school students to determine whether such fiction may lead to the development of undesirable attitudes toward certain American social classes. (*Dis. Abs.*, 13:702; pub. no. 5882; L. C. card no. Mic. A53-1333.)

168. TU WU, TIEN-HSIANG, "A Critical Study of Selected High School Textbooks Dealing with World Relations." Ohio State University, 1952.

169. WEST, EDITH, "The Treatment of International Relations in Twelfth Grade Social Studies Textbooks." University of Minnesota, 1952.

This study was designed to discover what information is presented about international relations in twelfth grade textbooks on sociology, government, economics, and problems of democracy; what duplications exist between these texts and those on history; and whether or not the accounts are likely to develop international understanding. (*Dis. Abs.*, 12:158; pub. no. 3146.)

170. WHITNEY, HARRIET ELEANOR SKIDMORE, "Evaluation of a Social Living Course with Added Laboratory Nursery School Experience." University of Michigan, 1959.

This study involved two experimental groups of ninth grade students enrolled in social living classes, one with a concurrent laboratory experience and the other with no concurrent laboratory experience, and a control group which had neither a social living class nor a laboratory experience. (*Dis. Abs.*, 20:1682-83; L. C. card no. Mic. 49-5011.)

(See also numbers: 223, 320, 323, 356, 377, 491, 495.)

JUNIOR HIGH SCHOOL LEVEL

171. ALESSANDRO, JOSEPH V., "Status of Teaching of International Understanding in the Social Studies Programs of the Junior High Schools of Pennsylvania since World War II." Pennsylvania State University, 1955.

The title of this study is adequately descriptive of the contents. (Abstracted at Pennsylvania State University, *Abs. Doc. Dis.*, 17:235.)

172. SAVAGE, MARY ELIZABETH, "Intercultural Education in Selected Junior High Schools of the United States." Fordham University, 1956.

This study sought to answer three questions: (1) What were the practices used, along with their related objectives and issues, in the junior high schools selected for this study? (2) In what specific ways did these practices and their related objectives and issues agree with the accepted standards disclosed by the current literature? (3) How can these practices and objectives be improved? (Abstracted at Fordham University.)

173. SCHACHTEL, HYMAN J., "The Light of Liberty: A Guide to Better Human Relations; for Use in the Social Studies Program of Junior High Schools." University of Houston, 1954.

174. SOBEL, MORTON J., "An Analysis of Social Studies Textbooks in Regard to Their Treatment of Four Areas of Human Relations." Wayne State University, 1954.

This study was a content analysis of fifteen selected social studies textbooks designed for use in the seventh grade. Four were Roman Catholic parochial school texts and the other eleven were designed for public school consumption. An attempt was made to determine the quantity (number of lines and references) of content relating to racial, religious, nationality, and social class groups in our society. These were categorized in a qualitative fashion as being favorable or unfavorable to the groups in question. (*Dis. Abs.*, 14:950; pub. no. 8169; L. C. card no. Mic. A54-1396.)

(See also number: 357.)

ELEMENTARY SCHOOL LEVEL

175. ARNOLD, DWIGHT L., "A Study of Attitudes Toward War and Peace of Pupils in the Fifth and Sixth Grades." Ohio State University, 1937.

This study is an attempt to answer the following questions: (1) Can a general attitude scale be constructed for pupils in grades five and six which will measure the attitude toward other races and nations? (2) Can a test be devised which will measure pupils' ability to make intelligent use of data in grades five and six? (3) Can more favorable international attitudes be built up by teaching intelligent use of data? (Abstracted at Ohio State University.)

176. ATKINSON, MARY JOURDAN, "A Presentation of Fourteen Concepts in Cultural Anthropology for the Primary Child." Oklahoma Agricultural and Mechanical College, 1955.

The purpose of this study was to furnish a tool which could be used in introducing to the pre-school and primary child the concept of sequential steps in the evolution of world civilization as that concept is presented in the curricular field of ethnology or cultural anthropology. This tool would present to these children fourteen major steps which cultural anthropologists recognize as being contributory to the sequence of world civilization. It would be simple enough that teachers, parents, and even children would be able to repro-

duce it. (Abstracted at Oklahoma State—a new name for the former Oklahoma A & M.)

177. CHAVEZ, SIMON J., "An Experimental Study to Determine the Effects of a Group of Short Stories Translated from Spanish American Literature on the Attitudes of a Group of Sixth Grade Children Towards Spanish Americans." University of Colorado, 1952.

Spanish American stories were translated into English and read to the experimental group with marked changes resulting as compared to the pre-test results of experimental and control groups. Changes were measured by using social distance scales and projective techniques in the form of drawings. (Abstracted at the University of Colorado.)

178. FERRERIO, ANTHONY, "Social, Economic, and Political Concepts and Their Interpretation by Children." New York University, 1938.

179. HARRIS, RUTH M., *Teachers' Social Knowledge and Its Relation to Pupils' Responses: a Study of Four St. Louis Negro Elementary Schools.* (Teachers College Contributions to Education, No. 816) Teachers College, Columbia University, 1941.

The specific problems for which this study sought answers were: (1) What do the teachers in four St. Louis Negro elementary schools know about the social conditions in their respective school districts? (2) How does the teachers' knowledge of social facilities afforded in school districts compare with fifth and sixth grade pupils' utilization of these facilities? (3) May teachers social knowledge and district socio-economic conditions be factors in determining the extent of fifth and sixth grade pupils' social adjustment?

180. MCMILLAN, MARIAN, "An Experimental Program of Family Life Education for Elementary Schools." Pennsylvania State University, 1956.

The purpose of this study was to gather together the most widely accepted concepts of family life education and to suggest implementation of these concepts in an integrated program at elementary school level. (*Dis. Abs.*, 17:278; pub. no. 19,339; L. C. card no. Mic. 57-444.)

181. ROBERTSON, WANDA, *An Evaluation of the Culture Unit Method for Social Education.* Teachers College, Columbia University, 1950.

In this study, Dr. Robertson analyzes and evaluates culture units, commonly taught in the elementary grades, as a means of developing desirable social learnings and behavior in children. (Abstracted at Columbia University.) Summarized in: "Culture Units and Social Education." *Educational Leadership*, 8:163-70, December, 1950.

182. SWICKARD, SARA R., "Democratic Intergroup Education of Young Children in a Heterogeneous Culture." Ohio State University, 1948.

183. WASSON, ROY JOHN, (1) "Certain Social Studies Content of Children's Letters and Conversation," 1938; (2) "A Measurement of Primary Children's Understanding of Certain of Their Home and Family Relationships." 1939; and (3) "A Measurement of Primary Children's Understanding of Certain of Their School Activities and Relationships." Colorado State College of Education, 1940.

The overall objectives of Dr. Wasson's field studies was the discovery of primary children's understanding of their social relationships which might be help-

ful in the selection and grade placement of social studies course of study content in grades one, two, and three.

(See also numbers: 329, 361.)

GENERAL

184. AHMED, SAAD MORSI, "A Survey of Curriculum Materials in Some Selected School Systems as They Relate to Education for International Understanding." Indiana University. (As listed in *Index, Dis. Abs.*, 1961-1962.)

185. BOODISH, HYMAN M., "Development of Resource Units in a Course of Human Relations." University of Pennsylvania, 1950.

This study is a recording of the philosophy and the procedures developed in the planning and teaching of a course in human relations. (Abstracted at the University of Pennsylvania.)

186. GALVEZ, BROTHER LUIS A., "Education for Inter-Americanism." University of Notre Dame, 1950. (Note: In published listings, this author's name appears as it is in this reference. However, the author indicates that his correct name is: Luis A. Galvez Sarmiento, and it appears thus on his dissertation.)

This study attempted to ascertain three things: (1) if Education was fostering inter-Americanism, (2) the school's achievement toward this end, and (3) what was the government's share in this endeavor. (Abstracted at the University of Notre Dame.)

187. GOLDENSTEIN, ERWIN H., "Relationships between Some Aspects of Social Competence and Pupil Background Factors." University of Nebraska, 1950.

In this study three tests were selected to measure: (1) ability to interpret data, (2) understandings of recent social and scientific developments, and (3) the ability to react competently to problem situations similar to those encountered in everyday life. Appropriate statistical techniques were used to test for possible relationships between these attributes and certain background factors. (Abstracted at the University of Nebraska.)

188. HYER, JUNE, "Trends in International Education from World War I through World War II." University of Texas, 1947.

189. JEFFERSON, RUTH B., "Proposals for Developing Intergroup Understanding through Home and Family Life Education." Teachers College, Columbia University, 1956.

This study suggests over one hundred learning experiences that may be used to help Negro and white individuals work together in face-to-face contacts on a basis of equality on problems of common concern. (Abstracted at Columbia University.)

190. KENWORTHY, LEONARD S., "Developing World Minded Teachers." Teachers College, Columbia University, 1948.

This study gives a brief sketch of the world today and projects trends into the foreseeable future. It attempts to determine what is being done now in pre-service and in-service education of teachers to develop world-views and what might be done. A check list of possible activities in pre- and in-service education for teachers is included.

191. MUDD, SISTER RITA of the Sacred Heart, F.C.S.P., "A Content Analysis: The Treatment of Intergroup Relations in Social Studies Curriculum Materials Used in Catholic Schools." St. Louis University, 1961.

This study is an analysis of the social studies curriculum materials currently used in Catholic schools to determine what image they present to students of specific groups, and what information they give concerning inter-group relations. (*Dis. Abs.*, 22:3044; L. C. card no. Mic. 61-6480.)

192. POLIN, ROSCOE R., "The Basis for Developing a Program of Intercultural Education." Indiana University, 1950.

Problems involved in the development of intercultural education programs are studied in this thesis. Among these are the following: (1) What are the objectives of intercultural education as related to the public schools? (2) the formulation of the principles involved, (3) an analysis of approaches used in the problem of intercultural education, (4) an analysis of the administrative problems involved in a program of intercultural education. (Abstracted at Indiana University.)

193. POTTS, CHESTER A., "The Role of Education in Intergroup Relations." University of Southern California, 1948.

194. SUTTON, KATHARINE AUGUSTA, "Introduction to the Study of Contemporary Civilization: A Textbook and Study Guide." New York University, 1940.

195. WALSH, JOHN E., "The Sociology of Knowledge and Intercultural Education." Yale University, 1953.

196. WARD, DOUGLAS S., "An Approach to Education for World Understanding." University of Illinois, 1953.

This study is concerned with educational objectives for the purpose of world understanding, illustrating content for study and teaching procedures appropriate in elementary and secondary schools. (*Dis. Abs.*, 13:1057; pub. no. 6021; L. C. card no. Mic. A53-1857.)

197. WILLIAMS, MILDRED H., "A Study of the Social Living Program in the Public Schools of Eugene, Oregon." University of Oregon, 1948.

This study traces the development of the social living program in the Eugene, Oregon, schools, relates its development to the development of core programs in general, determines the extent to which it meets the requirements of a core program, and determines the strengths and weaknesses of the program. (Abstracted at the University of Oregon.)

(See also numbers: 68, 92, 96, 303, 339, 402, 405, 481, 563.)

Economics

SECONDARY SCHOOL LEVEL

198. GABRIEL, PUZANT, "A Study of the Methods of Teaching Courses in Consumer Education in the Public High Schools of the New England, Middle Atlantic, and other States." New York University, 1944.

An attempt was made in this study to discover the objectives used by high school teachers of economics. Investigation into other areas of consumer education (such as: What constitutes wise buying? Is emphasis given to training in proper care of goods?) constitutes the body of this study. (Abstracted at New York University; Southwestern Publishing Company, Cincinnati, Ohio.)

199. GAMMILL, HOMER L., "Attitudes toward Labor and Management: An Investigation of the Changes in Attitude That Take Place When High School Students Study about Labor-Management Relations." University of Nebraska, 1952.

In this study, the manuscripts for three monographs, dealing with labor, management, and collective bargaining, were mimeographed for use in social studies classes. In addition, seven teachers who agreed to teach experimental groups were given rather complete outlines of the topics suggested. An attitude test was devised, and carefully tried out, with which to measure attitude change. The experimental work was carried out with ten experimental groups and eight control groups. The attitude test was administered before and after teaching the unit, and conclusions were drawn from statistical analysis. (Abstracted at the University of Nebraska.)

200. HUNT, MAURICE P., "The Teaching of Economics in the American High School." Ohio State University, 1948.

The purpose of this study was twofold: (1) to determine the nature of the economic content in the secondary school curriculum through an analysis of the economic content of a large number of widely used social studies textbooks, and (2) to explore ways in which curricular content in economics could be made more meaningful to students. (Abstracted at Ohio State University.)

201. MADSEN, GIBB RUSSELL, "Economic Concepts and Understandings of Senior High School Students." University of Utah, 1961.

The purpose of this study was to measure the competency levels of economic concepts and understandings among senior high school students. The study does not attempt a profound explanation of economic concepts and understandings of senior high school students in absolute numbers. (*Dis. Abs.*, 22:3067; L. C. card no. Mic. 61-6230.)

202. MASON, WILLIAM JOHN, "Studies in Economic Education in Iowa, Part II: A Survey of the Status of Economic Education in Social Studies and Business Education in Iowa Accredited Public High Schools." State University of Iowa, (As listed in *Index, Dis. Abs.*, 1957-1958.)

203. MCCLOSKEY, GORDON E., *An Appraisal of Certain Phases of Economic Instruction in the Secondary Schools of New Jersey.* Teachers College, Columbia University.

A study of the economic content of textbooks used in high school economics; social studies, home economics, commercial geography, history, and civics. Concepts were analyzed in terms of criteria derived from current literature dealing with basic economic problems.

204. MACOMBER, FREEMAN GLENN, "A Placement Study in Secondary Economics." Stanford University, 1936.

The purpose was to study the difficulty level of certain problems in economics, namely those of price, money, and banking. Primarily it was an attempt to determine the extent to which high school seniors and college freshmen of several levels of measured ability could develop a reasonably high degree of understanding of these problems. (Abstracted at Stanford University. *Dis. Abs.*, 11:198.) See also: *Journal of Experimental Education,* 4:353-58, June, 1936.

205. MILLER, ELWYN R., "Studies in Economic Education in Iowa, Part I: The Teacher of Economic Content in the Secondary School." State University of Iowa, 1956.

This was a pilot study intended as the first of a series on economic education to be undertaken at the State University of Iowa. As such, the study was restricted to just one phase: the backgrounds of teachers of economic content in public high schools in six selected Iowa counties. By an analysis of the data received from this study, an attempt was made to identify areas of strength and weaknesses in the preparation of those teachers. (*Dis. Abs.*, 16:2098; pub. no. 18,550; L. C. card no. Mic. 56-3329.)

206. MOORMAN, JOHN H., "A Study of Basic Economic Concepts in the High School Curriculum." State University of Iowa, 1949.

A study to determine (1) those economic concepts which are said to be important for living in our democracy, (2) to what extent the pupils who are graduating from our high schools understand these concepts, and (3) to what extent high school business education teachers understand these concepts. (Abstracted at the State University of Iowa; "Basic Economic Concepts," Monograph number 73, Cincinnati, Ohio: Southwestern Publishing Company, 1949.)

207. OLIVER, BYRON CARL, "A Study of Comparative Achievement in Ninth Grade Economics." University of Tulsa, (As listed in *Index, Dis. Abs.*, 1960-1961.)

208. POMNICHOWSKI, ALEXANDER SYLVESTER, "A Study of the Attitudes and Opinions of Administrators, Teachers of Business and Teachers of the Social Studies Toward the Place of Economics in the Secondary School." University of Michigan, 1961.

In addition to trying to determine the place of economics in secondary school, an attempt was made in this study to determine what economic topics were being taught in secondary schools. (*Dis. Abs.*, 22:2255; L. C. card no. Mic. 61-6411.)

209. WALDRON, JOHN E., "The Historical Development of American Secondary School Economics Textbooks to 1900." University of Pittsburgh, 1955.

An analytical study of the proportionate treatment given to the topics of production, exchange, distribution, and consumption in secondary school textbooks as measured by the number of pages accorded to each topic. The study also deals with the proportionate emphasis given to such economic problems as protectionism and malthusianism. Considerable attention is given to the varying practices of authors with respect to methods of arrangement and presentation, objectives, and the use of visual aids. (*Dis. Abs.*, 15:1776; pub. no. 13,902; L. C. card no. Mic. 55-429.)

210. ZAHNISTER, KENNETH CLAIR, "The Readability of Economic Textbooks." University of Pittsburgh, 1955.

This study was conducted to ascertain the readability of economics textbooks used in the teaching of economics in the secondary schools. The Yoakam and Flesch Readability Formulas were used to evaluate thirty economics textbooks published between January 1, 1930, and December 31, 1954. (*Dis. Abs.*, 16:84; pub. no. 15,119; L. C. card no. Mic. 56-127.)

(See also numbers: 102, 104, 223, 324, 370.)

ELEMENTARY SCHOOL LEVEL

211. DARRIN, GARNEY LEWIS, "Economics in the Elementary School Curriculum: A Study of the District of Columbia Laboratory Schools." University of Maryland, 1959.

The major purposes of this study were two-fold: (1) to identify what can be provided in the way of economic education within the framework of a social studies curriculum in selected classrooms, and (2) to determine how well children can learn selected economic concepts and generalizations. (*Dis. Abs.*, 21:95; L. C. card no. Mic. 60-2270.)

(See also number: 178.)

GENERAL

212. FRANKEL, MOE L., "Achieving Curriculum Change Through Economic Education: A Field Study of Selected Schools." Rutgers University, 1958.

This thesis is a study of curriculum change in four schools systems which were participating in the Cooperative Schools Project of the Joint Council on Economic Education which is directly concerned with improving the general education program of schools through an appropriate emphasis on economic education. (*Dis. Abs.*, 20:3593; L. C. card no. Mic. 59-5322.)

213. GIBBS, MARY STEVENS, "A Descriptive Study of the Decision-Making Procedures Followed by Boys and Girls When They Buy Certain Consumer Goods." Teachers College, Columbia University. (As Listed in *Index, Dis. Abs.*, 1961-1962.)

214. LEAMER, LAURENCE, "Economics and Democratic Social Action: A Study of the Role of Economics in the Education of Citizens for a Free Society." University of Chicago, 1950.

This is a study of the writings by professional economists, from Adam Smith to the present, dealing with economics as it relates to general education in economics and to democratic social policy making. See: "A Brief History of Economics in General Education," *American Economic Review Supplement*, Vol. 40, Part 2, pp. 18-33, December 1950.

215. MILLER, LEBERN N., "Children's Concepts Regarding Debt." University of Texas, 1954.

Elementary and secondary school children (grades 6-12) were tested by means of situational questions covering ethical principles of debt, credit, contracts, and promises. Their responses were tabulated and their understandings were compared with legal and ethical standards and authorities. (Abstracted at the University of Texas.) See: "Children's Concepts Regarding Debt." *Elementary School Journal*, 55:406-12, March, 1955.

216. O'CONNOR, MICHAEL, J. L., *Origins of Academic Economics in the United States*. Columbia University, 1944.

217. RONDILEAU, ADRIAN, *Education for Installment Buying*. (Teachers College Contribution to Education, No. 902) Teachers College, Columbia University, 1944.

This study investigated the degree of understanding that consumers possess about installment buying. According to the author, the data indicated that there was much to be desired. Suggestions were made in the dissertation about educational implications at various grade levels. It should be noted, perhaps, that while the study was published in 1944, the survey which furnished the data was completed in 1938. See: Summary in the *Teachers College Record*, 46:119, November, 1944.

(See also numbers: 337, 407, 408, 457, 462, 468, 469, 481.)

"Problems" Courses

218. Arndt, Elmer Rudolph, "A Study to Determine Whether Textbooks in Economics, Sociology, and Social Problems Furnish the Information Necessary for an Understanding of Present Day Economic and Social Problems." Colorado State College of Education, 1943.

The title adequately describes the scope of this study. (Abstracted and microfilmed at Colorado State College, *Abstracts of Field Studies for the Degree of Doctor of Education*, 5:10.)

219. Babcock, Chester D., "The Teaching of Contemporary Problems on the Twelfth-Grade Level in American High Schools." Stanford University, 1949.

This study dealt with the twelfth-grade course in contemporary problems in American high schools. It was an attempt to make an appraisal of the extent to which the course, first recommended in 1916, had been included in the secondary curriculum and the extent to which it had achieved status as a required subject. It attempted to appraise the objectives set up in typical courses of study and to determine the content usually included. It includes an analysis of the required and elective units included in the sampled cases, and an appraisal of the learning and teaching techniques in the contemporary problems courses. An analysis was made of the materials most frequently used, including texts, pamphlets, periodicals, and community resources. (Abstracted at Stanford University, *Abs. Dis.*, 24:260.)

220. Finkelstein, Milton, "A Text in Contemporary World Problems Written in Accordance with Selected Readability and Interest Formulas." New York University, 1958.

This study, divided into two parts, presents a methodology for the creation of readable and interesting social studies text materials written to implement a selected set of goals. A textbook illustrative of the techniques proposed is included. (*Dis. Abs.*, 19:2840-41; L. C. card no. 59-1055.)

221. Fox, Raymond B., "Teacher Difficulties in Organizing and Teaching the Problems of Democracy Course." University of California (Berkeley), 1957.

This is a study of the difficulties teachers in California secondary schools experienced in organizing and teaching the problems course. The Chi-square technique was used in comparing the difficulties reported by various groups of teachers: those with majors in the social studies and those with majors in other fields; those with the most and those with the least experience; most and least education; married and single—male and female; teaching in large and small high schools; etc. Recommendations, based upon the findings of the study, were made for pre- and in-service education of social studies teachers. (Abstracted at the University of California, Berkeley.)

222. Jennings, Manson V., *The Development of the Modern Problems Course in the Senior High Schools.* (Teachers College Contributions to Education, No. 968) Teachers College, Columbia University, 1950.

This study dealt with the historical development of the course usually offered in the twelfth grade and known by various "problems" titles. It begins with an analysis of the report of the Committee on Social Studies which, in 1916, first conceived the modern problems course. It traces development down through the years until approximately 1949, the year in which the study was written. It also gives attention to teaching resources and instructional methods

appropriate for use with the problems course, including explicit attention to problem method.

223. MELBO, IRVING R., "Information of High School Seniors on Contemporary Social, Political, and Economic Problems and Issues." University of California (Berkeley), 1935. See: "A Summary in the Social Studies," *Social Studies* 27:82-86, February, 1936.

224. MITCHELL, IRENE ELDRIDGE, "A History and Critical Evaluation of the Course 'Problems of American Democracy' in the Secondary Schools of the United States." University of Oklahoma, 1961.

The six major divisions of this study cover the history of the social studies movement in American secondary education and the development of the Problems Course. The evaluation of the course critically considers the status of the course from the viewpoint of administrators, teachers, and philosophers of education.

225. OBERHOLTZER, KENNETH E., *American Agricultural Problems in the Social Studies: Some Important Agricultural Problems and Related Generalizations that Should be Considered in the General Curriculum of Urban and Rural Schools.* (Teachers College Contributions to Education, No. 718) Teachers College, Columbia University, 1937.

The purpose of this study was to define and state the many problems which confronted the American agricultural industry in such a manner as to be helpful in the construction of modern courses of study or curriculum units for use in both urban and rural schools in the social studies program. In addition, an attempt was made to provide a mass of generalizations from worthy sources which would help in making the program effective in the schools. (Abstracted in *Teachers College Record*, 39:341, January, 1938.)

226. REN, MYLES KEARNS, "The Development of Interest in Social Problems Among Secondary School Students: A Study." Teachers College, Columbia University. (As listed in *Index, Dis. Abs.*, 1958-1959.)

227. SORENSON, FRANK ENGLAND, "A Technique of Selecting, Evaluating, and Organizing Instructional Material for a Course in Modern Problems for the Senior High School." University of Nebraska, 1940.

The scope of this study is clearly indicated in the rather comprehensive title. (Abstracted at the University of Nebraska.) See: "A Course in Modern Problems for the Senior High School," *North Central Association Quarterly*, 15:368-73, April, 1941.

228. STELTZ, CATHERINE E., *As You See It. A Set of Photographs with a Manual Designed to Stimulate and Evoke Response in Groups Concerned with Discussion of Present-day Moral and Social Problems.* Teachers College, Columbia University, 1956.

The device, a set of black and white photographs of situations which suggest problem areas generally considered to be morally and ethically significant today, is intended simply as a visual aid to help discussants clarify their own feelings, beliefs, attitudes and opinions on moral and social issues. The pictures are not projective tests, nor are they expected to prove anything. They suggest problems of family life, community mores, and adolescent conflicts and values. (Abstracted at Teachers College, Columbia University.)

229. STOKES, JAMES B., "The Relation of the Modern Problems Course to Recent Social Trends." Harvard University, 1941.

The purpose of this study was to determine the present status of the Modern Problems course and to analyze the course in terms of selected social trends in the United States. The fundamental assumption was that the Modern Problems course should acquaint students with recent social trends. See: "The Changing Content of the Modern Problems Text," *Social Education,* 4:338-41, May, 1940.

(See also numbers: 28, 369, 372, 397, 412, 443, 481.)

Citizenship

SECONDARY SCHOOL LEVEL

230. HAMILTON, HUBERT E., "Citizenship Education: An Appraisal of Atlanta's High School Community Citizenship Course." George Peabody College for Teachers, 1954.

This study included three main steps: (1) a thorough study of literature on citizenship education found in the Peabody library, (2) a field survey of all the community citizenship teachers in Atlanta, Georgia, and (3) an analysis of the responses given by the teachers in the survey. Strong and weak points of the Atlanta community citizenship program were pointed out. (Abstracted at George Peabody College for Teachers.)

231. LANG, SISTER JUDITH, "Preparation for Citizenship in Current Courses of Study in Catholic High Schools." (*Education Research Monographs,* Vol. 15, No. 4.) Catholic University of America, 1950.

232. MAXWELL, AMOS D., "A Study of the Attitudes Concerning Citizenship of Graduating High School Seniors in Four Large Cities." Syracuse University, 1953.

Senior high school students attending school in Grand Rapids, Michigan; Miami, Florida; Richmond, Virginia, and Syracuse, New York were asked to respond to one hundred questions about "citizenship." This study recorded these responses and interpretations were made. (Abstracted at Syracuse University.) See: "Do Seniors Have Uniform Attitudes Concerning Citizenship?" *Minnesota Journal of Education,* 34:41-42, September, 1953.

233. MURPHY, A. MARIE, "Twelfth Grade Program in Citizenship Education: An Assessment of Its Development and Effectiveness in the Secondary Schools of Lockport, New York." University of Buffalo, 1957.

This dissertation is a review of the early stages of growth of the citizenship education program, concentrating on the period from 1932 to 1957, a period influenced by various groups and lead rs. It relates these changes to Lockport, New York, and offers a twelfth year program in American history as evidence of the changes. No evaluation was attempted, but an assessment of how the program was working in Lockport allowed some conclusions to be drawn. (Abstracted at the University of Buffalo.)

234. SERVISS, TREVOR K., "What America Means to High School Seniors." Stanford University, 1954.

This is an investigation into what high school seniors believe to be the primary characteristics of their society. Some 6,522 students from all sections of the United States responded to the question: "What America Means to Me." More than 50,000 ideas were expressed about their nation. From these data, implications for programs in social education are discussed. (*Dis. Abs.,* 14:2298; pub. no. 10,359; L. C. card no. Mic. 54-3414.) See: "Summaries of Significant Research," *Social Education,* 22:389-90, December, 1958.

235. SHAW, ARCHIBALD BOYDEN, "The Partnership Program in Citizenship Development and Community Service—a Proposal for Secondary Education." New York University, 1957.

This study is a report on the processes of development of the proposal and a presentation of the proposal for an educational program for adolescent youth and for a community, designed to meet the developmental needs of youth and to serve the community. (*Dis. Abs.*, 17:2226, pub. no. 22,734; L. C. card no. Mic. 57-3581.)

236. SNYDER, GERALD W., "What Seniors in Public High Schools in Upstate New York Believe Are the Characteristics of the Good and Less Desirable School and Community Citizen." Syracuse University, 1951.

A descriptive questionnaire and a "situation" questionnaire were used by this author to gather his data from several hundred high schools. From the 1,686 questionnaires which he had received from almost one hundred of the schools involved, he took data which were inductively analyzed.

237. TAYLOR, JOE F., "A Study of Opinions Reflecting Trends in Citizenship Education." University of Texas, 1954.

The prime emphasis of this study was on political citizenship. The finding and identifying of opinions reflecting developments and trends, as shown by reports of learned or professional groups, articles, speeches and projects of various leaders in the field of education and social sciences, and such shifts in public opinion as would affect teaching, were considered central to the point of view around which this study was built. The period covered is from 1892 to 1950. It is confined to the upper grades of high school and college.

(See also numbers: 71, 157, 495, 496.)

JUNIOR HIGH SCHOOL LEVEL

238. SAIERS, EDWARD L., "A Study to Determine the Efficiency with Which Citizenship Education is Being Taught in the Lock Haven Junior High School." Pennsylvania State University, 1955.

This study was done in an attempt to determine if the students in the ninth grade were progressing in their habits of citizenship. Standardized tests were given at the beginning of the year. Growth was then measured by comparing these test scores with those received on another testing at the end of the year. Outside influences such as radio, television, lectures attended, and newspapers read were also considered. (Abstracted and microfilmed at Pennsylvania State University, *Abs. Doc. Dis.*, 18:243.)

ELEMENTARY SCHOOL LEVEL

239. JOHANNEMANN, SISTER MARY THOMAS, O.S.B., *A Study of Objectives and Trends in the Teaching of Citizenship in the Elementary Schools.* Catholic University of America, 1942.

This study treats the following areas of the problem: (1) the meaning of democracy, (2) the history of the teaching of citizenship, (3) a survey of courses of study in social studies, (4) a survey of courses of study in civics and character education, (5) citizenship training in Catholic schools, and (6) summarizes and criticizes the present trends in citizenship education. (Abstracted at the Catholic University of America.)

240. LANE, MARY TURNER, "Making Democracy Safe for the Nation: Citizenship Education in the Elementary School, 1890-1920." Duke University. (As listed in *Index, Dis. Abs.*, 1961-1962.)

241. LANGSTON, RODERICK G., "The Ideals of American Organizations and Their Implications for Citizenship Education in Elementary Schools." Stanford University, 1948.

The author of this study examined the published ideals of free voluntary American associations and verified these through a questionnaire to the leaders of the organizations involved. He then examined these ideals for implications for elementary education. (Abstracted at Stanford University, *Abs. Dis.*, 24:423.) See: "Ideals of American Organizations," *Phi Delta Kappan*, 33:182-86, December, 1951.

242. MERRITT, FRANCES LEWIS, "Character and Citizenship Value in Biography for Pre-Adolescent Children." University of Texas, 1956.

The problem of this study was twofold: (1) to attempt to ascertain which character and citizenship values adults thought pre-adolescent children might derive from reading biography, (2) to select a list of biographies recommended by adults as rich in human values and democratic situations. Adult appraisal of biographies was facilitated by the construction and application of a checklist. (The author indicated that abstracts are available through her in limited quantities.)

(See also number: 214.)

GENERAL

243. BEST, JOHN HARDIN, "A History of the Development of the Concept of Citizenship Education in America, 1900, to 1950." University of North Carolina, 1960.

The purpose of this study was to trace the development of the concept of citizenship education in America from 1900 to 1950 by means of an analysis of the writings of educators in professional journals. (*Dis. Abs.*, 21:2574; L. C. card no. Mic. 60-6975.)

244. DELONG, OSCAR ALVIN, "A Continuation of Curriculum Studies on the Social Sciences and Citizenship." Colorado State College of Education, 1941-1945.

Abstracts and microfilms on this three-part field study can be obtained by writing to Colorado State College and referring to the following references: *Abstracts of Field Studies for the Degree of Doctor of Education*, Study number one, 3:15; Study number two, 6:14; and Study number three, 7:15.

245. FRIEDRICKS, DONALD, "Encouraging and Diffusing the Laboratory Practice Approach to Citizenship Education." Teachers College, Columbia University, 1953.

The purpose of this study, according to the author, was to "develop for publication by the Citizenship Education Project selected administrative and supervisory procedures for the encouragement and diffusion of the Laboratory Practice approach to Citizenship Education within a single school system." His ultimate purpose was to make readily accessible to collaborating administrators the considerations essential to a successful C. E. P. program.

246. GARDNER, LEONARD, "The Role of the Expert in Policy Formation: The Problem of Education for Citizenship." University of Chicago, 1953.

The central problem under consideration in this study was the problem of utilization of advice in the formation of policy. Given a considerable variety of types of programs of civic education, how can a policy be adopted which will be informed but not arbitrary? An extensive analysis of current practice

in civic education constitutes the major portion of this study which examines the question above.

247. GODSHALL, WILLIAM V., "An Analysis of Factors Affecting the Extent of Diffusion of Laboratory Practices in Citizenship Education of Public Schools in New York State." Pennsylvania State University, 1954.

This study is (1) an analysis of laboratory practices in citizenship education in certain school systems in New York State, and (2) a study of factors involved in diffusion of practices to other personnel or schools. (Abstracted and microfilmed at Pennsylvania State University, *Abs. Doc. Dis.*, 17:301.)

248. GRIFFIN, WILLIS H., "A Manual of Teaching Helps in Citizenship Education." Teachers College, Columbia University, 1952.

249. LADD, EDWARD T., "Education for Democratic Citizenship." Yale University, 1950.

A definition of democracy is posited and prerequisites for democratic citizenship derived therefrom. Then, recent findings in social psychology, psychiatry, group dynamics, anthropology, and other fields are examined for indications about these prerequisites, ways in which they are acquired, and ways in which their acquisition can be promoted. From these findings, principles and laws of education for democratic citizenship are derived, and the usefulness of these in practical school situations examined. See: "New Light on the Citizenship Problem," *Citizenship Journal,* (New York State Council for the Social Studies), 7:9-12, Winter, 1952.

250. MILLIS, CHARLES L., "A Study of Practices Considered Effective in Citizenship Training by Selected Social Studies Teachers in New York State." Syracuse University, 1953.

The author of this study used questionnaires and interviews to secure descriptions of teaching practices from a selected group of social studies teachers who had been identified as outstanding teachers in citizenship education. (Abstracted at Syracuse University.)

251. MCCONAGHA, GLENN LOWERY, "Citizenship Education in the United States." Ohio State University, 1942.

The author of this study describes it as a philosophical treatment of the topic with supplementary data as to methodology for teaching the social sciences as a discipline in the liberal arts and multi-purpose institutions. (Abstracted at Ohio State University.)

252. MCLEAN, WILLIAM TRAVIS, "A History of Citizenship Education in Oregon's Public Schools." Stanford University, 1957.

This study was conceived as an attempt to trace the historical development of citizenship education in Oregon's public elementary and secondary schools. Emphasis is placed upon the social studies program. Changes in the social studies are tied in with the major movements in Oregon's general history. (*Dis. Abs.*, 17:803; pub. no. 20,432; L. C. card no. Mic. 57-1281.)

253. ROW, HOWARD E., "A Guide for Field Consultants of the Citizenship Education Project." Teachers College, Columbia University, 1952.

The first part of this study is an analysis of the success the field consultants were having in introducing the Citizenship Education Project into the many schools throughout the United States through a series of workshops. Successes of the program were noted along with notations of data that would prove to be helpful to future consultants. In the second part, a handbook was prepared

from these notes which was to be a guide to others who would work in the field service.

254. SHANKWEILER, JAMES FRANKLIN, "Determining the effectiveness of an In-service Program on Citizenship Education by Measuring Changes in the Attitudes of Teachers and Students Toward General Behavior in the School." University of Pennsylvania. (As listed in *Index, Dis. Abs.*, 1958-1959.)

(See also numbers: 502, 504, 506.)

Current Affairs

SECONDARY SCHOOL LEVEL

255. EICHEL, CHARLES G., "Experiment to Determine a More Effective Method of Teaching Current History." New York University, 1939.

This experiment set out to discover the best method of teaching current events. Three groups were involved: one that used published news events, periodicals such as "Current Events" and a special issue created by the author of the study for the use of the children in this first group; another group that used "March of Times" films as texts; and another group that was exposed to newspapers and magazines such as "Time," "Newsweek," etc. Tests were given to the three groups at spaced intervals of a week, a month, and a year. (Abstracted at New York University.)

(See also number: 257.)

JUNIOR HIGH SCHOOL LEVEL

256. KRAVITZ, BERNARD, "Factors Related to Seventh and Eighth Graders' Knowledge of Current Affairs." University of California, Berkeley. (As listed in *Index, Dis. Abs.*, 1961-1962.)

(See also number: 498.)

ELEMENTARY SCHOOL LEVEL

(See numbers: 257, 350.)

GENERAL

257. CALDWELL, CHARLES E., "The Rise of Instruction in Current Affairs as a Part of the Social Studies in the Public Elementary and Secondary Schools of the United States, 1892 to 1952." University of California, Berkeley, 1952.

This was an historical study covering the early beginnings of such instruction, its growth, methodology, areas of emphasis during certain periods, its relationship to curriculum development—especially problems of democracy courses, areas of research, extent of present appraisal, and present-day trends in the development of current affairs in the social studies. (Abstracted at University of California, Berkeley.)

258. PACE, CHARLES R., "The Relation of Liberal-Conservative Attitudes to Knowledge of Current Affairs." University of Minnesota, 1937.

The study consisted of developing and validating a situational type of attitude test and then relating attitudes to knowledge of current events. See: "The Relationship between Liberalism and Knowledge of Current Affairs," *Journal of Social Psychology*, 10:247-58, 1939.

259. SCHMINKE, CLARENCE WILLIAM, "The Study of Effective Utilization of a Classroom News Magazine in Teaching Current Events." State University of Iowa, 1960.

The purpose of this investigation was to determine which of two experimental instructional approaches provided the most effective utilization of a weekly news magazine in teaching current events. (*Dis. Abs.*, 21:1874-75; L. C. card no. Mic. 60-5698.)

(See also numbers: 33, 481).

Controversial Issues

SECONDARY SCHOOL LEVEL

260. COAN, CLARK, "A Study of the Attitudes of Selected Social Studies Teachers and Parents of Kansas High School Students Regarding the Inclusion of Controversial Issues As Part of the Secondary School Social Studies Program." University of Kansas, 1961.

This study represented an attempt (1) to identify controversial issues, (2) to determine whether or not controversial issues should be taught in the secondary school social studies and by whom, and (3) to determine, in the event that controversial issues should not be taught in secondary school social studies, if they should be taught anywhere and by whom. (*Dis. Abs.*, 22:2246; L. C. card no. Mic. 61-5025.)

261. DEAM, CALVIN WILLIAM, "Opinions of Virginia Schoolmen Concerning the Treatment of Controversial Issues." Indiana University, 1957.

This was a comparative status survey regarding the opinions of (1) principals, (2) superintendents, (3) school board members, and (4) secondary-school social studies teachers in Virginia concerning the treatment of controversial issues. (*Dis. Abs.*, 17:2219; pub. no. 22,984; L. C. card no. Mic. 57-3573.)

262. FELSINGER, MARGARET J., "Investigation of the Study of Controversial Issues of American Democracy by Pupils in Certain Oklahoma High Schools." University of Oklahoma, 1952.

263. FITZGERALD, DONALD, "Cognitive Versus Affective Factors In The Learning And Retention of Controversial Materials." University of Illinois, 1962.

This experiment involved 264 juniors from an Illinois high school. It dealt with an unfamiliar 2,900 word "Southern" interpretation of the Civil War. Cognitive and affective variables were studied. (*Dis. Abs.*, 23:4222; L. C. card no. Mic. 63-3242.)

264. HALL, TRUMAN L., "A Study of the Teaching of Controversial Issues in the Secondary Schools of the State of Ohio." Ohio State University, 1953.

A major purpose of this study was to determine the present status of the teaching of controversial issues in the secondary schools of Ohio. The study was also designed to discover whether such factors as subjects taught by secondary school teachers, sex, degree status, experience of the teachers, and community size have any affect upon the teaching of controversial issues. (*Dis. Abs.*, 18: 1685; L. C. card no. Mic. 58-738.) See: "Summaries of Significant Research," *Social Education*, 22:355-56, November, 1958.

265. LUNSTRUM, JOHN PAUL, "An Inquiry Into the Proper Role of the Social Studies Teacher With Reference to the Use of Controversy." Indiana University, 1960.

This study is concerned with a problem in the area of normative research: the construction of a defensible set of functional specifications as a definition of the proper role of the secondary school social studies teacher in the utilization of controversial issues. (*Dis. Abs.*, 21:2634; L. C. card no. Mic. 60-6062.)

266. ROGERS, DOROTHY, "Opinions of High School Social Studies Teachers in Two Southern Cities Concerning the Handling of Controversial Issues in the Classroom." Duke University, 1947.

(See also number: 490.)

JUNIOR HIGH SCHOOL LEVEL

267. EDGERTON, RONALD BRYAN, "An Experimental Study of the Modificability of the Attitudes of Junior High School Pupils toward Civil Liberties in Time of War through the Handling of Controversial Situations in the Classroom." University of Wisconsin, 1942.

The experiment attempted to find answers to these questions: (1) What are the attitudes of seventh and eighth grade pupils on controversial issues in the area of civil liberties in wartime? (2) What influences do the strains and stresses of war exert on their attitudes? (3) To what extent are their attitudes modifiable through consideration of controversial situations in the areas concerned? (4) What are their attitudes toward the handling of controversial issues in the schools? (Abstracted at the University of Wisconsin.) See: "Do Pupils Want Teaching of Controversial Issues?" *Clearing House*, 18:332-34, February, 1944.

ELEMENTARY SCHOOL LEVEL

(See number: 478.)

GENERAL

268. FRITZ, JOHN OTTO, "Film Persuasion in Education and Social Controversies: A Theoretical Analysis of the Components Manifest in Viewer-Film Involvement as They Affect the Viewer's Urge to Further Inquiry into Social Controversies." Indiana University, 1957.

A theoretical analysis of film components as they are manifested in viewer-film involvement in the course of which the viewer is urged to accept a preferred resolution to a depicted problem. The thesis presented and developed the theory that many films dealing with controversial issues impel the viewer to premature closure of inquiry and thus tend, in effect, to undermine the process of critical inquiry. (*Dis. Abs.*, 17:2221; pub. no. 22,986; L. C. card no. Mic. 57-3575.)

269. HEMINGWAY, WILLIAM C., "A Study of the Effect of Social Attitudes Upon Reading Comprehension of Controversial Material." Western Reserve University, 1950.

270. TURNER, REX H., "Factors Conditioning the Presentation and Discussion of Controversial Issues in the Social Studies." University of California, Berkeley, 1936.

This study was an attempt to learn if, and to what extent, teachers were limited to the presentation of controversial topics in the social studies, the types and extent of pressures brought to bear, and their consequences. See: "Controversial Issues in 6 Cities," *Clearing House*, 11:207-11, December, 1936, (Note: This same article is digested in *Education Digest*, 2:35-37, February, 1937.)

(See also number: 481.)

Methods

Including Techniques, Approaches and Arrangements

SECONDARY SCHOOL LEVEL

271. ELIAS, GEORGE SELEBE, "An Experimental Study of Teaching Methods in Ninth Grade Social Studies (Civics)." Boston University, 1958.

This study was designed to compare the effectiveness of two teaching methods in ninth grade civics, a teacher-centered method and a student-centered method. (*Dis. Abs.*, 19:1302; L. C. card no. Mic. 58-3891.)

272. HANNA, LAVONE AGNES, "The Problem Solving Approach in Social Education: A Study of Its Value in Comparison with Topical and Chronological Approaches." Stanford University, 1943.

This study is one of a series conducted under the auspices of the Stanford Social Education Investigation. Its title defines its scope adequately. See: *Education for Social Competence.* (New York: Scott, Foresman, 1948.)

273. LUX, JOHN ELTON, "Teaching Methods and Activities Used by Social Studies Teachers Rated As Superior by Their Administrators." University of Nebraska Teachers College, 1959.

The purpose of this study was to determine the types and extent of teaching methods and activities which were being used by superior social studies teachers in selected Nebraska secondary schools. (*Dis. Abs.*, 20:604; L. C. card no. Mic. 59-1882.)

274. MASSIALAS, BYRON G., "Description and Analysis of a Method of Teaching a High School Course in World History." Indiana University, 1961.

This study was an attempt to describe a method (primarily the reflectively oriented method) of teaching a high school course in world history and analyze its consequent results in terms of demonstrable pupil performance in class discussion and paper-and-pencil tests. (*Dis. Abs.*, 22:1529-30; L. C. card no. Mic. 61-4462.)

275. WEINGARTNER, WALTER SCOTT, JR., "Teacher-Pupil Planning in the Teaching of Secondary School Social Studies as Described in Professional Publications Between 1920 and 1956." University of Michigan, 1958.

The purpose of this study was to describe the development and use of teacher-pupil planning in the teaching of the secondary school social studies of the United States from 1920 until 1956. (*Dis. Abs.*, 19:746; L. C. card no. Mic. 58-3749.)

276. WOOD, LESLIE ALFRED, "Programmed Textual Material As a Partial Substitute for Teacher-Led Classroom Procedures in Geography." Stanford University, 1962.

In this study classes using a combination of programmed material and teacher-led instruction were compared with classes entirely under teacher direction in ninth grade geography. (*Dis. Abs.*, 23:2037; L. C. card no. Mic. 62-5451.)

(See also numbers: 42, 43, 71, 104, 140, 143, 157, 158, 159, 161, 166, 170, 172, 198, 200, 219, 226, 235, 245, 255, 423, 471, 527.)

JUNIOR HIGH SCHOOL LEVEL

277. KEARNEY, WALTER ALEXANDER, "The Effect of Varied Subject Period Scheduling on Achievement in the Seventh Grade." Pennsylvania State University, 1960.

The purpose of this study was to make a comparison of the achievement of various ability groups of seventh grade junior high school pupils in social studies, language arts, mathematics, and science taught in two different weekly time allotments: (1) The traditional or usual daily meetings of each subject area, and (2) Meetings of longer periods of time but fewer times per week. (*Dis. Abs.*, 21:1818-19; L. C. card no. Mic. 60-5443.)

278. PHILLIPS, JAMES EDWARD, "An appraisal of Social Studies Instruction In Single and Double Period and in Core-Like and Non-Core-Like Classes in Selected Junior High Schools of St. Paul, Minnesota." Indiana University, 1961.

The major purposes of this study were: (1) to survey social studies instruction to determine what changes occurred in the achievement, verbal, manipulative, and computational interests, liberal and conservative attitudes, and social adjustment of students taught in single-period classes of social studies and double-period classes of English and social studies where core-like and non-core-like methods were used; and (2) to determine the effect of methodology and length of class on these social studies outcomes. (*Dis. Abs.*, 22:3123; L. C. card no. Mic. 62-200.)

279. REHAGE, KENNETH J., "A Comparison of Pupil-Teacher Planning and Teacher-Directed Procedures in Eighth-Grade Social Studies Classes." University of Chicago, 1948.

In this investigation the results of two methods of instruction as used in matched groups are compared insofar as they influence four objectives: (1) the learning of social studies information, (2) the modification of social beliefs in the direction of "liberalism," (3) the understanding of certain principles of group planning, and (4) the social structure of the classes involved. The data were obtained chiefly from specifically designed tests. (Abstracted at the University of Chicago.) See: "A Comparison of Pupil-Teacher Planning and Teacher-Directed Procedures in Eighth-Grade Social Studies Classes," *Journal of Educational Research*, 45:111-15, October, 1951.

280. SCRAFFORD, RALPH, "A Study of the Desirability of Correlating English Composition with Social Studies." Pennsylvania State University, 1943.

In this experimental study the investigator combined English composition classes with civics classes in three different ways to determine the superior method: (1) two teachers teaching a double group over a double period, (2) two teachers teaching separate groups, using the same unit in a conventional setting, and (3) core approach, i.e. one teacher, one group, over a two-hour period. (Abstracted and microfilmed at Pennsylvania State University, *Abs. Doc. Dis.*, 6:1444.) See: "Correlated Program in Action," *National Association of Secondary School Principals Bulletin*, 30:15-22, March, 1946.

281. ZIMMERMAN, WILLIAM ARTHUR, "Departmental and Unified Seventh Grade Programs in English and Social Studies: A Study of Change in Subject Matter Achievement and Personal Adjustment, Syracuse University, 1962.

The purpose of this study was to compare the English and social studies achievement and personal adjustment of pupils in a departmental seventh grade program with the English and social studies achievement and personal adjustment of pupils in a unified seventh grade program. (*Dis. Abs.*, 23:517; L. C. card no. Mic. 62-3062.)

ELEMENTARY SCHOOL LEVEL

282. ARNSDORF, VAL EARL, "An Investigation of Teaching of Chronology in the Sixth Grade." University of Minnesota, 1959.

The purpose of this study was to investigate the results of learning experiences which emphasized vocabulary presentation, time-line construction, and writing autobiographies in the sixth grade social studies. (*Dis Abs.*, 20:3992-3; L. C. card no. Mic. 60-960.)

283. BURR, WILLIAM LENOX, "Empirical Relationships Among Modes of Testing, Modes of Instruction and Reading Levels: In Sixth Grade Social Studies." Florida State University, 1961.

The central purposes of this study were to determine the relationships among test scores resulting from three modes of item presentation and the influence of certain hypothesized intervening variables upon such relationships. (*Dis. Abs.*, 22:1095; L. C. card no. Mic. 61-3632.)

284. CHRISTIANI, VINCENT ANTHONY, "Informal Dramatizations in Social Studies, Grade VI." Boston University, 1960.

The purposes of this study were to discover: (1) the degree of interest and difficulty sixth-grade children indicate toward suggested situations for informal dramatizations, and (2) the effect of informal dramatizations on achievement and interest in social studies. (*Dis. Abs.*, 21:3375; L. C. card no. Mic. 60-6487.)

285. CRABTREE, CHARLOTTE ANTOINETTE, "Effects of Structuring on Productiveness of Children's Thinking: A Study of Second Grade Dramatic Play Patterns Centered in Harbor and Airport Activities Under Two Types of Teacher Structuring." Stanford University, 1962.

This study was an investigation of a theory which predicted that a program of child-developed structure, as compared to one of teacher-predetermined structure, would predispose children to greater divergence in thinking, and would elicit from children more "highly constructive" response patterns. (*Dis. Abs.*, 23:161; L. C. card no. Mic. 62-2328.)

286. CURTIS, DWIGHT KENNETH, "The Contribution of the Excursion to Understanding." State University of Iowa, 1942.

The purpose of this study was to measure the contribution of an excursion procedure to the understanding of content material. A school population of thirty-two fifth grade pupils studied a unit on the geological phenomena of erosion by water and the social implications involved. All available classroom materials, activities and procedures were used to contribute to understanding. Statistical methods were used to determine the contribution of the excursion to understanding when used as a summary procedure following classroom instruction in four sub-divisions of the unit. See: "The Contribution of the Excursion to Understanding," *Journal of Educational Research*, 38:201-12, November, 1944.

287. FORTESS, LILLIAN FINE, "A Suggested Guide to the Use of Paintings as Resources in the Social Studies for the Middle Grades." New York University, 1959.

The scope of the guide was delimited to American paintings documenting those basic human activities known as social functions, basic processes, or areas of living within the area of the United States from 1564 to the beginning of World War II. (*Dis. Abs.*, 20:3998; L. C. card no. Mic. 59-6218.)

288. GLAZEBROOK, RUTH A., "An Appraisal, by Experimental Procedures, of Selected Experiences in the Social Studies-Sciences and the Language Arts on the Second and Third Grade Level." University of Missouri, 1955.

The chief aim of this study was to appraise, by experimental procedures, a limited section of the proposed educational program as outlined by the *Missouri Guide for Elementary Education*. More specifically, the aim was to

determine the effectiveness of selected experiences in the social studies-sciences and the language arts in achieving the following purposes: self-realization, objectives of human relationships, objectives of economic efficiency, and objectives of civic responsibility. (*Dis. Abs.*, 15:2127; pub. no. 14,606; L. C. card no. Mic. 55-999.)

289. HANCOCK, JEWELL HAZEL THOMPSON, "The Effect of Listening and Discussion on the Social Values Held by Sixth-Grade Children." University of Colorado, 1960.

The purpose of this study was to determine the extent to which certain social values held by sixth-grade children could be changed through the listening-discussion approach with selected materials in the social studies. (*Dis. Abs.*, 21:3377; L. C. card no. Mic. 61-796.)

290. JONES, ANNIE LEE, "Graded Study Guides for Sixth Grade Social Studies." Boston University, 1958.

The purpose of this study was: (1) to develop graded study guides for use in paired practice in sixth-grade social studies, and (2) to evaluate the effectiveness of this procedure as one means of improving the power of recall and the ability to comprehend and retain subject matter. (*Dis. Abs.*, 19:2027; L. C. card no. Mic. 58-7385.)

291. KINGDOM, FREDERICK HAMMOND, "A Comparison of the Achievement of Fourth Grade Pupils Using Factual and Story Forms of Social Studies Materials." University of Colorado, 1957.

This experimental study was designed to ascertain if there were significant differences in factual recall by fourth grade pupils using story and factual forms of social studies reading material. Comparisons were made in terms of varying I.Q. and varying reading achievement. (*Dis. Abs.*, 19:253; L. C. card no. Mic. 58-1220.)

292. KNOWLES, LOIS, "Some Techniques Employed to Determine Interests of Nine-Year Old Pupils in Basic Social Problems." University of Missouri, 1951.

293. LITSINGER, DOLORES ADELA, "The Theory and Method of Social Studies Instruction at the University Elementary School, UCLA." University of California, Los Angeles. (As listed in *Index, Dis. Abs.*, 1961-1962.)

294. MCCARTHY, WILLIAM GROVER, "A Comparison of Discussion and Role Playing as Techniques for Influencing Children's Thinking About Social Values." Stanford University, 1959.

This study explored the hypothesis that the role playing of problem stories is a more effective technique than discussion for influencing children's thinking about social values. (*Dis. Abs.*, 20:3198-99; L. C. card no. Mic. 59-6871.)

295. PRITZKAU, PHILO T., "Developing Social Action with Children." Teachers College, Columbia University, 1951.

This study (1) attempts to indicate the experiences which would aid teachers in developing social action with children, (2) describes the processes and conditions by which the experiences indicated were derived by teachers working with children, and (3) summarizes the types of experiences which were viewed as effective in developing social action. (Abstracted at Columbia University.)

296. SCHNEIDER, FREDERICK WILLIAM, "An Experimental Study Comparing the Effects of the Multiple Textbook Approach and the Single Textbook

Approach to Elementary School Social Studies." University of Colorado, 1957.

The central purpose of this study, conducted at the fourth grade level, was to experimentally determine whether significant differences in achievement could be obtained by pupils using the multiple textbook approach to elementary school social studies as opposed to pupils using the single textbook approach. (*Dis. Abs.*, 19:97-98; L. C. card no. Mic. 58-1237.)

297. SHAFTEL, FANNIE R., "Role-Playing in the Teaching of American Ideals." Stanford University, 1949.

The purpose of this study was to prepare suggestions for teachers that would guide them in the use of role-playing material for the teaching of American ideals. Problem stories involving typical problems of ten- and eleven-year-olds were used as a springboard to role-playing. These were tried out in public school classrooms to find out whether (1) stories were meaningful to children and elicited active responses from them, (2) teachers could use them with minimal guidance, (3) teachers gained in effectiveness with expert guidance, (4) the stories contributed along with role-playing in helping children explore their life experiences and generalize from them, and (5) the materials would help teachers understand children. (Abstracted at Stanford University, *Abs. Dis.*, 24:514.) See: "Learning to Feel with Others," *Childhood Education*, 27:161-65, December, 1950.

298. SKOV, LYLE LENARD, "The Teaching-Learning of Factual Information in the Social Sciences in a Program That is Deliberately Structured to Promote Social Learnings for Democratic Behavior." University of Arkansas, 1962.

The population of this study was composed of fifty-two children from three classrooms in two elementary schools in Arkansas. (*Dis. Abs.*, 22:4283-84; L. C. card no. Mic. 62-2282.)

299. STONE, EDWARD FRED, "A Guide to Principles of Creativity-In-Teaching With Suggestions For Use in Elementary Social Studies" (Parts I and II). New York University, 1961.

The problem of this study was to formulate for classroom teachers a guide to general principles of creativity-in-teaching and to provide suggestions for their use in the elementary school social studies program through an analysis of selected teaching situations. (*Dis. Abs.*, 22:507; L. C. card no. Mic. 61-2577.)

(See also numbers: 115, 119, 123, 177, 181, 257, 390, 477, 540.)

GENERAL

300. ANDERSON, MARION A., "A Description and Evaluation of the Constructive Activities Used in Teaching the Social Studies from 1880 to 1930." State University of Iowa, 1934.

The fifty-year span covered in this study was divided into five ten-year periods. Using professional literature of the period as her source, the author determined the types of activities most commonly used during each of the ten-year sub-divisions. These activities were described and evaluated.

301. BEASLEY, KENNETH LOWELL, "An Investigation of the Effect of Team Teaching Upon Achievement and Attitudes in United States History Classes." Northwestern University, 1962.

The main purpose of this study was to investigate the effectiveness of instruction by a team of teachers to groups of varying sizes as compared to conventional class instruction by one teacher. (*Dis. Abs.*, 23:3256; L. C. card no. Mic. 63-1264.)

302. Bovee, Dorothy Annice, "Vitalizing the Teaching of History: A Study of Methods of Instruction." University of Minnesota, 1943.

This study was an attempt to illustrate the manner in which the near and far in time and space can be linked in teaching the history of civilization. (Abstracted at the University of Minnesota.)

303. Burleson, Derek L., "Developing International Understanding: An Experiment in the Modification of Attitudes Through Contact With People From Other Lands." Teachers College, Columbia University. As listed in *Index, Dis. Abs.*, 1959-1960.

304. Cox, Charles Benjamin, "A Description and Appraisal of a Reflective Method of Teaching United States History." Indiana University, 1961.

This study was concerned with (1) determining the extent to which a model of reflective thinking was reproduced in operational terms by classes being taught by a reflective method, (2) determining the extent of the learning of critical thinking skills by these classes, and (3) determining the extent of the acquisition of facts by classes, taught by this reflective method. (*Dis. Abs.*, *22*:814; L. C. card no. Mic. 61-3199.)

305. Dahl, John Edwin, "Community Resources in teaching: A Sound Motion Picture." State University of Iowa, 1950.

This thesis brings out the values of community resource use in teaching and points to the necessity for training teachers in the wise use of these resources. Related films in this area are reviewed and reasons given to justify a film on "Community Resources in Teaching." Techniques of script preparation and treatment, along with pictorial sequence, are outlined and presented in the study. (Abstracted at the State University of Iowa. Note: The film produced from this thesis is eighteen minutes in length and is in the State University of Iowa Film Library.)

306. Dresden, Katharine W., "Teaching Practices Implementing the Social Foundations of Education." Stanford University, 1949.

It was the purpose of this study to identify the teacher competences that are essential in developing pupil ability to know and use adult sources of information, to carry on effective group thinking through discussion procedures, and to plan and execute class and community projects through committee organization and otherwise. (Abstracted at Stanford University, *Abs. Dis.*, *24*:331.)

307. Elsmere, Robert Topte, "An Experimental Study Utilizing the Problem-Solving Approach in Teaching United States History." Indiana University, 1961.

This study was designed to test the major hypothesis that a problem-solving approach to teaching United States history produces significantly greater pupil achievement than does a traditional approach. (*Dis. Abs.*, *22*:3114-15; L. C. card no. Mic. 62-183.)

308. Forster, Edith Caroline, "An Evaluation of the Field Trip in the Formation of Social Concepts and Generalizations." Wayne State University, 1960.

The hypothesis tested in this study was: that the process of gaining, reinforcing, deepening, and broadening the basic social concepts and generalizations essential to modern living is facilitated by taking children on field trips to see in operation those facts about which they have been reading and talking. (*Dis. Abs.*, *22*:181; L. C. card no. Mic. 61-2330.)

309. GARDNER, WILLIAM EARL, "The Relationship Between Time Sense, Evaluating Information, and Achievement in American History." University of Minnesota, 1961.

This study attempted to answer the question: Does teaching the two abilities of *time sense* and *evaluating information* in a history course produce as great or greater achievement than does teaching history with no attention to their development? (*Dis. Abs.*, 22:1056; L. C. card no. Mic. 61-3666.)

310. INGHAM, GEORGE E., "Comparison of Two Methods of Self-Instruction in Teaching a Unit in Social Studies." University of Connecticut, 1962.

This experiment was designed to ascertain whether a significant difference in achievement in a unit in the social studies might result from the instructional effects of two methods of self instruction—one, a system incorporating self-instruction processes without teacher supervision and the other combining the same self-instruction processes with pupil-teacher conferences—as compared with a method employing conventional classroom practices. (*Dis. Abs.*, 23: 1623-24; L. C. card no. Mic. 62-4376.)

311. KENNAMER, LORRIN G., JR., "The Development of Methods in the Teaching of School Geography." George Peabody College for Teachers, 1952.

The purpose of this study was to identify and trace the methods that have been used in teaching school geography in this country since 1890. (Abstracted at the George Peabody College of Teachers.)

312. MCLAUGHLIN, ELEANOR T., "The Effects of Three Types of Presentation on the Comprehension of Concepts in One Field of the Social Studies." State University of Iowa, 1947.

313. METCALF, LAWRENCE E., "A Theory of Conceptual Learning and Its Implications for the Teaching of the Social Studies for the Purpose of Clarifying Social Attitudes." Ohio State University, 1948.

In this study a theoretical distinction was made between two kinds of learning: (1) perceptual, defined as a learning which consists largely of motor responses, verbal and nonverbal, which tend to be almost entirely a reflection of teacher requirements, and (2) conceptual, defined as learning which consists of the reconstruction of concepts within a problematic environment and wherein the student must take into account the requirements of the teacher, but he must also recognize his own requirements as he seeks to clarify his purposes, needs, values, and goals. This theory of conceptual learning, developed from the writings of John Dewey, was put to a test in this study with the use of experimental and control groups of college students, pre- and post-tests as a measuring procedure, and the use of a method employing the conceptual learning approach versus the more traditional perceptual approach. (Abstracted at Ohio State University.)

314. MOUNTAIN, MIGNONETTE HARRISON, "Educational Games for Classroom Use." Pennsylvania University, 1960.

The main purpose of this study was to test the following hypotheses: Educational games can: (1) serve as useful teaching aids in introducing and reinforcing knowledge, attitudes, and skills in social science, language arts, and arithmetic; (2) be used effectively for purposeful learnings in grades one through twelve; (3) capture, hold, broaden, and deepen the interests of pupils. (*Dis. Abs.*, 21:1873; L. C. card no. Mic. 60-5450.)

315. OLIVER, DONALD WILLIAM, "The Discussion Process in the Study of a Societal Problem." Harvard University, 1956.

This study represents an attempt to identify various types of discussion procedures in leaderless groups using Bales's category system. (Abstracted at Harvard University.)

316. SCHETTLER, RICHARD CHARLES, "An Evaluation of Selected College Social Studies Methods Textbooks." Ohio State University, 1962.

This is a study of two categories of college social studies methods texts (those written during the period 1920-1945 and those written during the period 1945-1960) and their treatment of ten selected issues in the teaching of secondary school social studies. (*Dis. Abs.*, 23:2760; L.C. card no. Mic. 63-82.)

317. SCHNEIDER, ARTHUR J., "The Utilization of Art Experiences with Social Studies in the General Education Program." University of California, Berkeley, 1953.

318. STOVALL, THOMAS F., "Implications of Research for Teaching Social Studies in College Programs of General Education." George Peabody College for Teachers, 1954.

The purpose of this study was to examine educational and psychological research relative to the teaching of general education social studies at the junior college level and to synthesize the findings as to: (1) interpersonal relations in the classroom; (2) employment of lectures, group discussions, reading, and small group work; (3) value and proper use of audio-visual aids to instruction. (Abstracted at George Peabody College for Teachers.) See: "What Research Says about Teaching General Education Social Studies," *Junior College Journal*, 25:531-536, May, 1955.

(See also numbers: 63, 99, 133, 137, 150, 192, 196, 248, 250, 251, 259, 268, 335, 395, 428, 436, 458, 507.)

Evaluation

SECONDARY SCHOOL LEVEL

319. ARAUJO, DENIS JOHN ARASARKADAVIL, "A Study of the Validity, Reliability, and Essential Qualities of the Secondary School Learning Certificate Examination in Social Studies in March, 1959, in the State of Kerala, India." University of California, Berkeley. (As listed in *Index, Dis. Abs.*, 1960-1961.)

320. KARPAS, MELVIN RONALD, "A Compilation and Validation of Basic Sociological Concepts and the Construction and Validation of a Test of Basic Sociological Concepts for Secondary School Teachers of the Social Studies." Boston University. (As listed in *Index, Dis. Abs.*, 1957-1958.)

321. KNISS, FRANCIS R., "The Construction of an Objective Test in Tenth Grade World History." Pennsylvania State University, 1937.

The author states that the title really describes what he had in mind. As a teacher of tenth grade world history he noted the extreme scarcity of objective tests in this subject. He took this study, therefore, because he felt there was a real need for such a test. (Abstracted at Pennsylvania State University.) See: "Program of Diagnostic Testing and Remedial Teaching in World History; a Statistical Study," Social Studies, 28:312-14, November, 1937.

322. PUGH, DELBERT JOSEPH, "The Validation of a Technique for Measuring Certain Aspects of Civic Attitude of Ninth Grade Pupils." Cornell University, 1940.

323. MAUCKER, JAMES WILLIAM, "Measurement and Evaluation of High School Students' Understanding of Modern Society." State University of Iowa, 1940.

The author of this study constructed an achievement test for the purpose of measuring achievement in understanding basic social concepts and for use at the high school level. He then administered the test and analyzed the results to throw light on the high school social studies curriculum and knowledge (or lack of it) possessed by the students. (Abstracted at the State University of Iowa.)

324. SEWELL, EDWARD GRANVILLE, "The Evaluation of Attitudes and Understandings of Students in Secondary School Economics." University of Texas, 1959.

This study was undertaken to meet the need for an instrument to evaluate economics in secondary schools and to ascertain some of the attitudes and understandings of the pupils participating in this study. (*Dis. Abs.*, 20:2717-18; L. C. card no. Mic. 59-6741.)

325. SPEARS, WILLIAM R., "An Evaluation Program for Effective Teaching in American History." New York University, 1952.

This study was an attempt to formulate a program of evaluation for the use of teachers of American History in the senior high school. Both standardized tests and more informal instruments were considered. (Abstracted at the University of Denver.)

(See also numbers: 11, 42, 78, 79, 87, 170, 356, 377, 494.)

JUNIOR HIGH SCHOOL LEVEL

326. BROOKS, KENNETH T. H., "The Development of an Instrument for Measuring Children's Knowledge of Basic Social Education Principles as These Apply to Specifically Described Life Situations." Boston University, 1956.

This study was a test composed of situations to which students responded. Four choices were provided. One was a response that revealed deceitful tendencies in handling the situation; one revealed a withdrawal tendency; one was a response of overt aggressiveness against the situation; and one a correct response. Three groups were used: (1) a control group of eighth graders, (2) an adjudged delinquent group, and (3) a "high morale" group. (Abstracted at Boston University.)

ELEMENTARY SCHOOL LEVEL

327. EARLEY, WILLIAM L., JR., "The Construction and Evaluation of a Social Studies Vocabulary Association Test for Intermediate Grades." Boston University, 1952.

After ascertaining the most used and essential social studies vocabulary from a full word count of *all* fourth, fifth, and sixth grade texts used in the United States, and after ascertaining the superior quality of the association technique as a method of measuring vocabulary, a test was constructed in five experimental forms, subjected to the formal procedures for standardizing educational instruments, and thus resulted in a final two-part test for classroom use.

328. LEGERE, C. L. JOHN, "An Investigation of Time Relationship Understandings in Grades Four Through Eight." Boston University, 1962.

The purpose of this study was to construct and evaluate a testing instrument which would relate the understanding of time to learning and cur-

riculum problems for the purpose of providing data for placement of social studies content at certain grade levels. (*Dis. Abs.*, 23:1625; L. C. card no. Mic. 62-5415.)

329. VIRGILIO, ANDREW DAVID, "Development of an Instrument to Measure the Attitudes of Elementary Teachers Toward Selected Questions Related to International Affairs." Pennsylvania State University, 1960.

In this study a jury of experts was used in finalizing a 45-item questionnaire which was used to determine the attitudes of elementary school teachers about international affairs. Tests of reliability and validity were applied. (*Dis. Abs.*, 21:2619; L. C. card no. Mic. 61-72.)

330. WOLFFER, WILLIAM A., "The Construction and Evaluation of a Social Studies Context Vocabulary Test for Children in Grades Four, Five, and Six." Boston University, 1952.

The author of this study extracted the vocabulary to be used in his test from some sixty history, geography, and combined texts, written or published since 1945 for children in grades four, five, and six. A frequency-used count was obtained. The sample tests were administered to 3,000 children in a representative area. All tests were machine-scored, levels of passing determined, and two balanced forms of the test prepared. All measures of central tendency were computed along with correlations with other standardized vocabulary tests. Correlations were .90+. (Abstracted at Boston University.)

(See also numbers: 124, 175, 283, 359, 383.)

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331. ALLEN, DWIGHT WILLIAM, "Evaluation in Social Studies Classrooms: Ideals and Practices." Stanford University, 1959.

More than ten percent of the membership of the National Council for the Social Studies participated in this national study of evaluation practices in the social studies. (*Dis. Abs.*, 20:1282-83; L. C. card no. Mic. 59-3661.)

332. FARLEY, EUGENE S., "A Test of Factual Relations in American History." University of Pennsylvania, 1934.

The purpose of this study was to determine the content and character of an objective test in American history. (Abstracted at University of Pennsylvania.)

333. GRIM, PAUL R., "A Technique for Evaluation of Attitudes in the Social Studies." Ohio State University, 1939.

334. JACKSON, VIRGIL D., "The Measurement of Social Proficiency." University of Wisconsin, 1939.

335. MANNING, JOHN CHORLTON, "Evaluation of Growth in the Content Subject Areas of Literature, Social Studies, and Science in a Program of Individualized Instruction." Boston University, 1960.

The purpose of this study was to develop and initiate a program of instruction to serve individual learning needs in the content subject areas of social studies, literature, and science. The program was characterized by the modification and adaptation of educational materials and techniques concerned with levels of ability, progress rates, individual skills and weaknesses, self-direction, and enrichment. (*Dis. Abs.*, 21:3368-9; L.C. card no. Mic. 60-5126.)

336. MORSE, HORACE T., "A History and Critical Analysis of the Measurement of the Outcomes of Instruction in History." University of Minnesota, 1939.

In addition to a survey of the literature and existing texts, this thesis project involved an extensive experiment in the public schools of Minneapolis in evaluating a wide range of outcomes and devising new types of measures. (Abstracted at the University of Minnesota.) See: "The Relation of Study Skills in the Social Studies to Other Measured Abilities," (*Studies in Higher Education,* Commission on Educational Research, University of Minnesota, 1943) pp. 90-93.

337. SHEPHERD, HILTON D., "A Standardized Information Test in Economic Geography." New York University, 1940.

This study was basically a statistical process directed toward standardizing an achievement test in economic geography.

338. STONE, ADOLF, "The New York State High School Regents Examination in Social Studies." Teachers College, Columbia University. (As listed in *Index, Dis. Abs.,* 1959-1960.)

339. WOMBLE, DALE L., "The Development of an Instrument for Evaluating the Effectiveness of Family Life Education." Florida State University, 1955.

The purpose of the study was to develop an attitude-opinion survey as an evaluative instrument for courses in family living. The research involved a review and critique of past attempts at evaluation of family living courses, the development, testing for validity and reliability, administering, and analyzing of results of this attitude-opinion instrument. (*Dis. Abs.,* 15:1807; pub. no. 14,170; L. C. card no. Mic. 55-474.)

(See also numbers: 137, 258.)

Reading

SECONDARY SCHOOL LEVEL

340. COVELL, HAROLD MANFRED, "A Study of the Characteristics of Good and Poor Readers of Social Studies Materials at the Eleventh Grade Level." Florida State University, 1955.

The author of this study states that the title adequately describes this study. (*Dis. Abs.,* 15:1570; pub. no. 13,055; L. C. card no. Mic. A55-2084.)

341. PETERSON, ELEANOR M., "Aspects of Readability in the Social Studies." Teachers College, Columbia University, 1953.

This is a study of how high school textbooks in social studies might be made more readable through improved organization and higher interest level. (*Dis. Abs.,* 14:72; pub. no. 6682; L. C. card no. Mic. 454-107.)

342. ROCKOWITZ, MURRAY, "Student Liking for Textbooks in Relation to Their Readability." New York University, 1957.

This investigation set out to discover the relationship between the readability of four selected world history textbooks used in New York City senior high schools and the expressed liking for the textbooks by a sampling of students at different levels of reading ability who were studying them. (*Dis. Abs.,* 18:502-503; pub. no. 24,188; L. C. card no. Mic. 58-4212.)

(See also numbers: 86, 210, 220.)

JUNIOR HIGH SCHOOL LEVEL

343. MELNIK, AMELIA, "The Improvement of Reading Through Self-Appraisal: A Procedure for Teaching Reading in Junior High School Social Studies." Teachers College, Columbia University. (As listed in *Index, Dis. Abs.*, 1959-1960.)

344. RUDOLF, KATHLEEN B., *The Effect of Reading Instruction on Achievement in Eighth Grade Social Studies.* (Teachers College Contributions to Education, No. 945.) Teachers College, Columbia University, 1949.

This study attempted to answer the following question: Do pupils who receive reading instruction in an eighth grade social studies class for a period of one school term show an appreciable difference in knowledge of social studies, reading ability, and study skills from the knowledge and skill required by a similar group of pupils who do not receive such special instruction?

ELEMENTARY SCHOOL LEVEL

345. BERRY, MARY TOM, "A Study of the Vocabulary Load of *Geography of Many Lands*, An Alabama State-Adopted Text for the Fourth Grade." University of Alabama, 1961.

The title of this study adequately describes its purpose. (*Dis. Abs.*, 22: 1517-18; L. C. card no. Mic. 61-4233.)

346. HAFFNER, HYMAN, "A Study of Vocabulary Load and Social-Concept Burden of Fifth and Sixth Grade Social Studies, History, and Geography Textbooks." University of Pittsburgh, 1959.

The purpose of this study was to analyze selected publisher-designated fifth- and sixth-grade social studies, history, and geography textbooks in order to determine and compare the reading grade level, the vocabulary load, and social-concept burden of these textbooks. (*Dis. Abs.*, 20:4311-12; L. C. card no. Mic. 60-1335.)

347. PHIPPS, WILLIAM R., *An Experimental Study in Developing History Reading Ability with Sixth Grade Children through Development of History Vocabulary.* (Studies in Education, No. 28.) Johns Hopkins University, 1938 (Published 1940).

This study attempted to determine if there were a relationship between aural comprehension, verbal expression, and reading. (Abstracted at Johns Hopkins University.) See: *Journal of Experimental Education*, 7:19-23, September, 1938.

348. SLOAN, FRED A., JR., "Readability of Social Studies Textbooks for Grades Four, Five, and Six, as Measured by the Dale-Chall Formula." George Peabody College for Teachers, 1959.

An attempt was made in this study to determine the readability level of each book in seven series of social studies textbooks prepared by selected major publishers for use in grades 4, 5, and 6. (*Dis. Abs.*, 20:928-29; L. C. card no. Mic. 59-3500.)

349. SMITH, CHARLENE WEDDLE, "An Investigation of the Effect of The Expansion and the Condensation of Science and Social Studies Reading Se-

lections Upon the Comprehension of Fifth Grade Pupils." Colorado State College. (See: Abstracts for *Field Studies for the Degree of Doctor of Education,* 23:304, 1962.)

350. SMITH, RUTH I., "An Investigation of the Readability of Recently Published History and Geography Textbooks and Related Materials for the Fourth Grade." University of Pittsburgh, 1951.

The purpose of this study was to obtain some evaluation of the reading difficulty of history and geography textbooks, workbooks, and current events papers published since January, 1945, for the fourth grade. Three different formulae were used to obtain the data. (Abstracted at the University of Pittsburgh.)

351. WIEDEFELD, MARY T., "An Experimental Study in Developing History Reading-Readiness with Fourth Grade Children." Johns Hopkins University, 1937.

This study was concerned with the specificity of reading. It was designed to show how knowledge of the subject, language power, and control of vocabulary function in the reading of any subject.

(See also numbers: 283, 384, 416, 417.)

GENERAL

352. BROWNELL, JOHN A., "An Experimental Study of the Influence of Training in Reading in the Social Studies on the Ability to Think Critically." Stanford University, 1952.

Two hypotheses are tested in his experimental study: (1) general training in reading in the social studies will produce gains in the ability to think critically, and (2) test scores in the area of reading and in the area of ability to think critically will show a definite relationship. (*Abs. Dis.,* 27:473.) See also: "The Influence of Training in Reading in the Social Studies on the Ability to Think Critically," *California Journal of Educational Research,* 4:28-31, January, 1953.

353. ROBINSON, THOMAS EDMOND, "Reading Difficulty of History Textbooks." Rutgers University, 1940.

In this thesis, the reading difficulty of the social studies textbooks used in grades five through eight in New Jersey's twenty largest cities was analyzed to discover whether the reading difficulty progressed at a regular rate. (Abstracted at the University of Pittsburgh.)

354. SHEPHERD, DAVID L., "Effective Reading in the Social Studies." Teachers College, Columbia University, 1954.

The purpose of this thesis was to serve as a handbook for social studies teachers so that they might be fused. The major portion of the thesis consists of verbatim accounts of activities in classes to show how specific reading skills may be taught in the social studies class. Other parts suggest ways to diagnose the reading proficiency of pupils in social studies classes, and ways of incorporating the reading skills in various types of social studies class activities.

355. SOCHOR, E. ELONA, "Literal and Critical Reading in the Social Studies." Temple University, 1952. (*Dis. Abs.,* 23:1634; L. C. card no. Mic. 62-3379. Reference indicates abstract unavailable.)

Textbooks

SECONDARY SCHOOL LEVEL

356. STEINHAUSER, REVEREND ALFRED W., *An Evaluation of the Social Teachings Found in a Selected Number of High School Textbooks.* Catholic University of America, 1941.

The author of this study stated that his dissertation was an attempt to learn the nature of the ideas, ideals, and principles of basic social institutions and selected social problems being presented to American youth in their high school textbooks.

American History. See numbers: 44, 46, 50, 51, 52.
World and European History. See numbers: 72, 77, 78, 342.
History, Miscellaneous. See numbers: 165, 203.
Geography. See numbers: 102, 105, 106, 203, 276.
Sociology. See numbers: 168, 169, 218.
Economics. See numbers: 203, 209, 210, 218.
Civics. See number: 203.
Social Studies, Miscellaneous. See numbers: 203, 511, 512, 522.

JUNIOR HIGH SCHOOL LEVEL

357. REID, DAVID H., "A Junior High School Social Studies Textbook in Four Problem Areas—Labor, Political Parties, Congress in Action, and the United Nations." New York University, 1953.

This dissertation was designed to be a problems studies text in four specific areas as listed in the title at the junior high school level. (*Dis. Abs.*, 14:276; pub. no. 7141; L. C. card no. Mic. A54-393.)

History. See numbers: 56, 58, 59.
Geography. See number: 514.
Social Studies, Miscellaneous. See number: 174.

ELEMENTARY SCHOOL LEVEL

358. HUNT, WENDELL J., "Your Nebraska: A Supplementary Social Studies Textbook for Children Ten to Twelve Years of Age Based Upon Experiences Selected by Children." Teachers College, Columbia University, 1951.

The basic purpose of Dr. Hunt's study was to see the extent to which a social studies book could be written around experiences selected by children. There were two basic assumptions underlying this endeavor: (1) children are capable of making intelligent selections; (2) these selections would be of interest to other children.

359. MENSING, ANGELA L., "A Critical Evaluation of Books Used in Basic Courses in Elementary Education." University of California, Berkeley, 1948.

The purpose of this study was to make a critical evaluation of books used in basic courses in elementary education. This major purpose involved two minor purposes: (1) the development of an outline for analysis of contents of books which would eliminate subjectivity in the quantitative placement of materials; and (2) the creation of a technique which could be used objectively in evaluation of contents of books. The sections of the books which dealt with the development of units of work in social studies, with specific emphasis on the methods of teaching, would be of particular interest

for the purpose of this guide. (Abstracted at the University of California, Berkeley.) See: "Use of a Detailed Outline in the Analysis of Books Most Commonly Used in Basic Courses in Elementary Education," *Journal of Experimental Education*, 17:26-91, September, 1948.

360. MILLER, RUTH, "Nationalism in Elementary Schoolbooks Used in the United States from 1776 through 1865." Teachers College, Columbia University, 1952.

An analytical study of the social and cultural values that made up the pattern of American nationalism to be inculcated in American youth. A study of the lowest common denominator of American intellectual history, only incidentally part of the history of American education. The author chose to investigate the books which, with the Bible, made up the bulk of the reading done by the average American as an index to American culture. (*Dis. Abs.*, 12:544; pub. no. 3906.)

361. MOSIER, RICHARD D., *Making the American Mind; Social and Moral Ideas in the McGuffey Readers*. Teachers College, Columbia University, 1947.

362. SPRINGMAN, JOHN H., "A Study of Sixth Grade Pupils' Understanding of Statements in Social Studies Textbooks." Colorado State College of Education, 1941.

It was the purpose of this field study to attempt to determine the meanings that a group of sixth-grade pupils constructed, as evidenced by their oral language, in reading certain social studies textbook material which they were asked and expected to understand as part of the social studies program. (Abstracted and Microfilmed at Colorado State College, *Abstracts of Field Studies for the Degree of Doctor of Education*, 3:126.)

363. STRAUB, JOHN H., "The Writing of Two Supplementary Social-Science Readers of Difficulty Written for the Purpose of Helping Children and Teachers with Their Work in the Study of Community Life." New York University, 1936.

364. WILSON, GILBERT M., "Quantitative Content in Elementary School Social Studies Textbooks." George Peabody College for Teachers, 1958.

The major purpose of this study was to determine the nature and frequency of definite quantitative terms which appear in elementary social studies textbooks and to determine whether or not these terms appear in arithmetic textbooks at corresponding grade levels. (*Dis. Abs.*, 19:2816; L. C. card no. Mic. 59-1122.)

History. See numbers: 61, 346, 350.
Geography. See numbers: 117, 125, 345, 346, 350, 514.
Social Studies, Miscellaneous. See numbers: 296, 346, 348, 399, 416, 417, 522.

GENERAL

365. FELL, SISTER MARIE LEONORE, S. C. *Foundations of Nativism in American Textbooks. 1783-1860*. Catholic University of America, 1941.

This study was written to determine to what extent the textbooks used between 1783 and 1860 laid the foundations of the anti-Catholic and the anti-foreign attitudes which had their political conclusions in the Nativist movements of that era and later decades. Readers, histories, geographies, and texts in government were examined to determine how far facts and the interpretation of history were used or warped to promote these attitudes.

History. See numbers: 64, 67, 68, 69, 70, 93, 353, 520.
Geography. See numbers: 126, 131, 135, 138, 520.
Civics. See number: 149.
Social Studies, Miscellaneous. See number: 316.

Teaching Materials and Audiovisual Aids

SECONDARY SCHOOL LEVEL

366. COTTLE, EUGENE, "An Experiment Using World History Films With Selected Tenth Grade Pupils: Implications for the Improvement of Teaching With Motion Picture Films." Southern Illinois University, 1960.

The problem of this study was to discover the kinds of teaching procedures involving moving-picture films in high school classes and to evaluate the efficiency of these procedures for pupil learning. (*Dis. Abs.*, 22:499-500; L. C. card no. Mic. 61-2081.)

367. FIELSTRA, CLARENCE, "Political Documents in American Social Studies on the Secondary School Level." University of Michigan, 1942.

Part I of Dr. Fielstra's study had three purposes: to find what documents were most persistently mentioned in (1) selected textbooks in the field of social studies, and (2) selected periodicals for the ten-year period from 1931 through 1940. The third purpose was to find what documents not among those most persistently mentioned in either selected textbooks or periodicals were, nevertheless, considered important by a group of subject-matter specialists. Part II of his study had as its purpose: to find to what extent the various political documents as mentioned above were considered by experts in the teaching of social studies to be worthy of emphasis on the secondary-school level. (Abstracted at the University of Michigan.) See "Important Political Documents in Social Studies for Secondary Schools," *Social Education*, 8:76-78, February, 1944.

368. HADDOW, BURRITT J., "The Formulation of an Outline Guide of Background Information for the Teaching of the Fine Arts Content of the Tenth Year Course in World Institutions in the Social Studies Program in New York State." New York University, 1950.

From 1934 to 1939 the New York State Education Department revised its social studies outlook which resulted in some changes for some courses that outran the production of textbook materials and the training of teachers. Such was judged the case for the fine arts section of the tenth year course in world institutions. Therefore, this study was undertaken to formulate an outline guide of background information, suggestions, evaluative procedures, and bibliographical materials for the teaching of the fine arts content in this tenth year course. (*Mic. Abs.*, 10; no. 3:60; pub. no. 1818; L. C. card no. Mic. A50-335.)

369. HARTLEY, WILLIAM H., *Selected Films for American History and Problems.* Teachers College, Columbia University, 1940.

This study consists of critical reviews of the leading motion pictures suitable for use in teaching American history and Problems of Democracy. It includes such essential information as length, source, sound or silent, as well as a full-length review of each film. Also included is a full check-list of criteria for social studies films. (Abstracted in *Teachers College Record*, 42:343-44, January, 1941.)

370. INGRAHAM, LEONARD, "An Audio-Visual Rationale and Manual for the Social Studies Department of George W. Wingate High School, New York City." Teachers College, Columbia University, 1957.

A brief history of the development of audio-visual services in New York City precedes a survey of the research findings on the utilization of motion pictures, film strips, recordings, radio and television in social studies teaching. The manual contains facilities found in Wingate High School for audio-visual materials, along with the how, what, and where of each. In addition, there is an evaluation of audio-visual materials available for world geography, world history, American history, and economics in the social studies department. Appendixes contain model lessons for use of each material, directions for a field trip to the United Nations Building, and plans of the United Nations Building which would facilitate movements within. (Abstracted at Columbia University.)

371. MARBLE, ARTHUR L., "Selected Historical Photoplays and Scenarios as Extra-Curricular Aids in Eleventh Grade Social Studies: A Comprehensive Study." University of Southern California, 1938.

The purpose of this study was to determine the amount of interest and information gained from historical feature films and their original scripts or scenarios. An attempt to probe into the readability of motion picture scripts was also made.

372. MCCOY, RAYMOND F., "A Decade of Modern Novels as Material for Socialized Curricula." University of Cincinnati, 1939.

An analysis of fifty of the best novels of the decade for possible usefulness in teaching social problems in high schools. The problems were arranged according to those most generally found in sociology texts. "Best" novels were judged by objective rating devices such as Pulitzer Prize winner, etc. (Abstracted in *Abstracts, Graduate Theses in Education,* Teachers College, University of Cincinnati, 1937-1939, Cincinnati, 1940, pp. 81-104.)

373. MCDOWELL, VICTOR DALE, "An Evaluation of the Uses of Commercial Television as an Audio-Visual Aid in the Teaching of Social Studies in Selected Public Secondary Schools in the Chicago Area." Northwestern University, 1956.

The purpose of this study was to evaluate the uses of commercial television as an audio-visual aid as delimited in the title. Over six hundred teachers were sent questionnaires on the use of programs that appeared in the Fall of 1954. Over fifty percent responded with completed questionnaires. (*Dis. Abs.*, 17:316; pub. no. 19,022; L. C. card no. Mic. 57,500.)

374. ORTGIESEN, LEROY, "The Relative Effectiveness of Selected Filmstrips and Sound Motion Pictures in Teaching Soil Conservation in Ninth Grade Social Studies Classes." University of Nebraska, 1954.

In addition to the purpose stated in the title of this study, this study was also designed to determine whether the use of filmstrips and motion pictures in the study of conservation would adversely affect the amount of reading which the students did on the subject. (*Dis. Abs.*, 14:642; pub. no. 7922; L. C. card no. Mic. A54-919.)

375. PETERSON, JACK A., "The Effectiveness of Selected Motion Pictures in Changing the Beliefs of Nebraska Secondary School Students Relative to the United Nations and Its Activities." University of Nebraska, 1949.

The purpose of this study was to determine whether or not selected 16 mm. motion picture films were effective in bringing about attitude changes relative to the United Nations on the part of Nebraska high school students. (Abstracted at the University of Nebraska.)

376. SMITH, RALPH A., "Criteria for Selection and Use of Current Materials in Secondary-School Social Studies." University of Kansas, 1954.

A study of educational theory and philosophy as it relates to the practical problem of selecting and using such current materials as newspapers, magazines, pamphlets, and similar materials in social studies classes. The study was designed to explore theoretical and philosophical bases not covered in such practical studies of this subject as Kinney and Dresden, *Better Learning Through Current Materials* (Stanford: Stanford University Press, 1949).

377. TOPOROWSKI, THEODORE THOMAS, "A Critical Evaluation of an Experimental Occupational Information Unit Taught to High School Seniors by Social Studies Teachers." Boston University, 1961.

The hypothesis tested in this study was that students who completed a unit on occupations in their senior social studies classes would develop a better basis for selecting occupations than students who did not complete such a unit. (*Dis. Abs.*, 22:1878; L. C. card no. Mic. 61-6216.)

378. WRONSKI, STANLEY P., "The Use of Government Publications in Social Studies Teaching." University of Minnesota, 1950.

This study consists basically of two parts: (1) the extent of use of government publications (federal, state, and local) by secondary school social studies teachers, and (2) descriptions and annotations of representative publications suitable for such teachers. (Abstracted at the University of Minnesota.) See: "Do Social Studies Teachers Use Government Publications? *Social Education*, 15:115-16, March, 1951.

(See also numbers: 38, 42, 47, 54, 55, 78, 140, 143, 155, 158, 162, 219, 227, 228, 340, 439, 443.)

JUNIOR HIGH SCHOOL LEVEL

379. CHANDLER, ANNA CURTIS, "Audio-Visual Enrichment of Art, Language Arts, and the Social Studies,—a Handbook for Teachers of the Junior High Schools and for Teachers in Training in New York City and the Metropolitan Area." New York University, 1943.

This study dealt with aims and values of audio-visual education, and the enrichment, through audio-visual materials, of the various areas of the curriculum, stated in the title. The purpose of the study was to provide the teacher on the job and the prospective teacher in training with a practical and helpful aid.

380. BARNETT, GLENN EDWARD, "An Experimental Study to Determine the Learnability of Selected Units in the Social Studies for Grade IX." University of Missouri, 1944.

381. JOB, KENNETH ALVIN, "A Social Studies Resource Unit Based on Adjustment Problems of Entering Junior High School Students: The Development of a Seventh Grade Social Studies Resource Unit Dealing with the Personal and Social Adjustment Problems of Entering Junior High School Students in the West Orange, N. J. Public Schools." New York University, 1960.

This title is self-explanatory. (*Dis. Abs.*, 21:3017-8; L. C. card no. Mic. 61-370.)

382. Smith, Lloyd Nathaniel, "An Appraisal, by Experimental Procedures, of Selected Eighth Grade Social Studies Units." University of Missouri, 1941.

It was the purpose of this study to appraise, by as objective criteria as possible, a group of six eighth-grade social studies units selected from the Missouri course of study. Specifically, an attempt was made in the study to determine whether or not the selected units would function in actual classroom situations. A related purpose of this study was to determine the effectiveness of a three day per week teaching procedure as contrasted with a five day per week teaching procedure, covering units of work in a designated number of weeks, while holding all other controllable factors as constant as possible.

(See also numbers: 57, 88, 108, 413.)

ELEMENTARY SCHOOL LEVEL

383. Dunfee, Maxine M., "An Evaluation of Social Studies Source Materials by Fifth and Sixth Grade Children." Indiana University, 1949.

384. Georgiady, Nicholas Peter, "Vocabulary Growth in the Elementary Social Studies as Influenced by the Use of Selected Audio-Visual Aids." University of Wisconsin. (As listed in *Index Dis. Abs.*, 1958-1959.)

385. Ingli, Donald Ammunn, "An Audio-Visual Approach to the Intermediate Grade Social Studies." University of Wisconsin, 1961.

This experimental study was conducted in seven Milwaukee public elementary schools for the purpose of determining the effectiveness of a functional sound film program in the intermediate grade social studies. (*Dis. Abs.*, 21:2697; L. C. card no. Mic. 61-646.)

386. Little, Horace Wilson, "The General Organization of Subject Matter and Instructional Materials for the Social Studies in the Elementary School." University of Texas, 1942.

387. Merritt, James W., "A Study of the Sixth Graders' Comprehension of Specially Prepared Materials on Broad Social Conflicts." Harvard University, 1951.

The purpose of the study was to describe statistically and descriptively the nature and extent of sixth graders' abilities in comprehending conflicts which involve large organized pressure groups. (Abstracted at Harvard University.) See: "Children Can Understand Social Conflicts," *Educational Leadership*, 10:298, 302, February, 1953.

388. Slattery, Sister M. Jamesetta, "The Comparative Effectiveness of Comparable Instructional Sound Motion Pictures and Silent Film Strips in Informational and Conceptual Learning of Fifth Grade Social Studies." Catholic University of America, 1953.

This study deals with a statistical comparison of achievement in social studies by rotated groups using filmstrips and sound motion pictures. The purpose was to ascertain if there were higher mean gains which were statistically significant in the use of either of the two media of communication. Results were reported on three levels of pupil intelligence. The element of pupil participation was introduced in the control group to determine if significant differences were related to participation.

389. STOOPS, BETTY, "Audio-Visual Competencies Useful in Teaching Four Subjects in the Intermediate Grades." Indiana University, 1960.

The central problem of this study was to determine the audio-visual competencies considered useful or desirable for the teaching of science, social studies, language arts, and arithmetic on the fourth, fifth, and sixth grade levels. (*Dis. Abs.*, 21:557; L. C. card no. Mic. 60-3015.)

390. TURNER, CHARLES SAMES, "Some Changes During the Last Twenty Years in Materials and Methods in Elementary Social Studies." University of Missouri, 1941. See: "Changing Content in Elementary Social Studies," *Social Education*, 5:600-603, December, 1941.

391. WALDO, JOHN ANDREW, "Extent to Which the Quantitative Expressions Found in Fifth Grade Social Studies Materials Are Understood by Fifth Grade Pupils." Colorado State College of Education, 1956.

This study, done in two parts, had the following major purposes: (1) to determine the problem as stated in the title of the study, (2) to determine what differences, if any, existed between the understanding of the quantitative expressions by pupils who were reading at or above grade level and by those reading below grade level, and (3) to determine the extent to which the teachers participating in the above did improve their teaching of these same quantitative concepts with a subsequent class of fifth grade pupils. (Abstracted and microfilmed at Colorado State College, *Abstracts of Field Studies for the Degree of Doctor of Education*, 18:169.)

392. WITT, MARY, "Selected Books for Enriching the Middle Grades Social Studies Program." George Peabody College for Teachers, 1954.

The purpose of this study was twofold: (1) to develop criteria for the selection and appraisal of books to enrich the teaching of the social studies in the middle grades, and (2) to apply these criteria in the preparation of the bibliography presented in the study. Approximately one hundred books which will be of value to teachers of the United States in the social studies program in the middle grades are included in this bibliography. (Abstracted at George Peabody College for Teachers.)

(See also numbers: 91, 115, 120, 176, 177, 287, 289, 291, 350, 434, 477.)

GENERAL

393. BROWN, RALPH A., "Local Biographical Materials in American History Teaching." Teachers College, Columbia University, 1950.

This dissertation was a study of available literature on the uses of biography in schools with special reference to the subject of American history classes. Included are illustrations of how these biographical materials could be used in teaching. (Abstracted at Columbia University.) See: January through May issues of *Social Education*, 1952.

394. CARROTHERS, CHESTER C., "The Significance of an Experiment with a Source Unit in the Social Studies for the Further Development and Use of Source Units." Ohio State University, 1938.

395. GABEL, OTTO JARVES, "The Effect of Definite versus Indefinite Quantitative Terms Upon the Comprehension and Retention of Social Studies Materials." State University of Iowa, 1940.

The major purpose of this study was to attack one phase of the general problem of comprehension of social studies materials, namely, the relative

efficiency of quantitative concepts. (Abstracted at the State University of Iowa, and in the *Journal of Experimental Education*, 9:177-86, December, 1940.)

396. McCarthy, Sister Mary Clare, "The Effectiveness of Co-ordinated Filmstrips in Geography." University of California, Berkeley, 1948.

This study sought to evaluate, by means of achievement test scores, the effectiveness of the use of sound motion pictures with their co-ordinated filmstrips employed in a supplementary manner in the learning of geography in a normal classroom situation. Effectiveness was evaluated with respect to (1) the acquisition of factual information and the retention of that information, and (2) to the achievement of pupils divided on the basis of low and high mental ability, and low and high reading ability. Note: Author indicates that the University of Chicago asked for and received permission to microfilm the study.

397. Ramseyer, Lloyd L., "A Study of the Influence of Documentary Films on Social Attitudes." Ohio State University, 1938.

The purpose of this study was to see if certain documentary films would change the attitudes of the viewers with regard to current social problems, and if a change did occur, to ascertain how lasting the change in attitude was. Films used in the study included: "Work Pays America" (in connection with the Works Progress Administration), "The Plow that Broke the Plains" and "The River" (both in connection with soil erosion). (Abstracted at Ohio State University.) See: "Factors Influencing Attitude and Attitude Changes," *Educational Research Bulletin*, 18:9-14, January, 1939.

398. Romoda, Joseph John, "Sources of Information on a Community Available from Governmental and Social Service Agencies." Syracuse University, 1942.

(See also numbers: 133, 184, 185, 191, 248, 253, 268, 305, 317.)

Social Studies Generalizations

SECONDARY SCHOOL LEVEL

(See numbers: 41, 73, 75, 105, 167, 201, 206, 22[illegible] 234, 236, 320, 431, 510.)

JUNIOR HIGH SCHOOL LEVEL

(See number: 413.)

ELEMENTARY SCHOOL LEVEL

399. Dimitroff, Lillian M., "A Quantitative-Qualitative Analysis of Selected Social Science Generalizations in Social Studies Textbooks in the Intermediate Grades." Northwestern University, 1958.

The object of this study was to evaluate quantitatively and qualitatively the ten social studies textbooks most widely used in each of the intermediate grades in ten selected large city school systems. This appraisal was made in terms of fifteen selected social science generalizations, judged significant, by a jury of scholars, for a democratic social system. (*Dis. Abs.*, 19:2518; L. C. card no. Mic. 58-5748.)

400. Spodek, Bernard, "Developing Social Science Concepts in the Kindergarten." Columbia University, 1962.

A number of educators have proposed the use of the basic concepts or "structures" of fields of knowledge as the foundation of educational programs at all levels. This project has attempted to apply this proposal to the social studies portion of the kindergarten program. (*Dis. Abs.*, 23:1563; L. C. card no. Mic. 63-4919.)

(See also numbers: 62, 109, 111, 118, 176, 180, 211, 415.)

GENERAL

401. Balcomb, Mary Florence, (1) "Important Problems and Generalizations in the Social Studies as Revealed from Critical Periodicals, 1858-1933," 1935; (2) "Important Concepts and Interrelations of Concepts, Problems, and Generalizations in the Social Studies as Revealed by Periodical Literature, 1858-1933." Colorado State College of Education, 1936.

402. Emmerson, Harold Gardner, "Social Science Generalizations for Use in the Social Studies Curriculum: Providing Recreation." Stanford University, 1957.

This study was one of a series constituting a group investigation concerned with identifying social science generalizations for possible use in the social studies curriculum. Through an analysis of selected literature in the disciplines of anthropology, economics, geography, political science, social psychology, and sociology, and also from the field of recreation, generalizations about one of man's basic activities, providing recreation, were identified and extracted. These were then classified and organized into useful categories so as to serve as a basic resource to educators and others concerned with the development of social studies curriculum and instructional materials. (*Dis. Abs.*, 17:2534; pub. no. 23,172; L. C. card no. Mic. 57-4071.)

403. Geer, Owen Chapman, "Social Science Generalizations for Use in the Social Studies Curriculum: Protecting and Conserving Human and Natural Resources." Stanford University, 1959.

The generalizations identified in this study, one of a series of Stanford University studies in this area, were drawn from the following disciplines: anthropology, economics, geography, political science, social psychology, and sociology. (*Dis. Abs.*, 19:2877-78; L. C. card no. Mic. 59-1423.)

404. Hofstrand, John Milton, "Social Science Generalizations for Use in the Social Studies Curriculum: Creating Tools, Technics, and Social Arrangements." Stanford University, 1959.

The generalizations identified in this study (one in a series in social science generalizations completed at Stanford University) were drawn from the following disciplines: anthropology, economics, geography, political science, social psychology, and sociology, and from literature dealing with man's creative efforts. (*Dis. Abs.*, 20:3222; L. C. card no. Mic. 59-6868.)

405. Lee, John Robert, "Social Science Generalizations for Use in the Social Studies Curriculum: Expressing Religious Impulses." Stanford University, 1957.

The purpose of this study was to identify, extract, synthesize, and classify generalizations from (1) anthropology, economics, geography, political science, social psychology, and sociology; and (2) religion. These were empirical rather than "ought to" or value generalizations and were drawn from the literature of these two types of sources. The data were presented as a source of subject

matter objectives for the social studies program with the idea that any district could select what it wished from the main source. (*Dis. Abs.*, 18:681; pub. no. 25,354; L. C. card no. Mic. 58-4484.) See: "Abstracts of Doctoral Dissertations in Religious Education," Religious Education, 53:268, May-June, 1958.)

406. PECK, ALBERT DANIEL, "Social Science Generalizations for Use in the Social Studies Curriculum: Expressing and Satisfying Esthetic Needs and Impulses." Stanford University, 1958.

The generalizations identified in this study (one of a series in social science generalizations completed at Stanford University) were drawn from the following source fields: anthropology, sociology, geography, economics, political science, and social psychology, esthetics, and graphic arts. (*Dis. Abs.*, 19:254; L. C. card no. Mic. 58-2495.)

407. RAMBEAU, JOHN FRANKLIN, "Social Science Generalizations for Use in the Social Studies Curriculum: Transporting People and Goods." Stanford University, 1956.

This dissertation attempts to isolate those social science generalizations in the area of transporting people and goods, from a bibliography of basic texts in the field selected by a group of university professors, that will be helpful to those interested in the social studies curriculum. The generalizations, selected at the university level of abstraction, should be useful to teachers and curriculum workers in their endeavors. (*Dis. Abs.*, 17:784; pub. no. 20,438; L. C. card no. Mic. 57-1254.)

408. RUNGE, JAMES RICHARD, "Social Science Generalizations for Use in the Social Studies Curriculum: Producing, Exchanging, Distributing, and Consuming Food, Clothing, Shelter, and Other Consumer Goods and Services." Stanford University, 1958.

The generalizations in this study were identified through an analysis of selected literature from the social science disciplines of anthropology, economics, geography, political science, social psychology, and sociology. The study is one of a series of Stanford University dissertations completed in the area of social science generalizations. (*Dis. Abs.*, 19:714; L. C. card no. Mic. 58-3586.)

409. RUSTEIKA, GEORGE PETER, "Social Science Generalizations for Use in the Social Studies Curriculum: Communicating Facts, Ideas, and Feelings." Stanford University, 1958.

The generalizations in this study were identified through an analysis of literature selected from two sources: (1) the cross-disciplinary fields of communication, and (2) the social sciences of anthropology, economics, geography, political science, social psychology, and sociology. The study is one of a series of Stanford University dissertations completed in the area of social science generalizations. (*Dis. Abs.*, 19:744; L. C. card no. Mic. 58-3587.)

410. STRATTON, VINTON STAFFORD, "Social Science Generalizations for Use in the Social Studies: Providing Education." Stanford University, 1957.

This study consists of generalizations extracted from the literature of the social sciences. Syntheses of statements were arrived at; these syntheses constitute the generalizations. (*Dis. Abs.*, 17:2473; pub. no. 23,181; L. C. card no. Mic. 57-4000.)

(See also numbers: 30, 127, 128, 146, 215, 308.)

Understanding Social Studies

SECONDARY SCHOOL LEVEL

411. EVANS, EVERETT F., "Developing Resource-Use Understandings and Attitudes through High School Biology and Social Studies." University of Texas, 1953.

In this study 2,700 high school students were given an attitude test (resource-use in conservation education) which had been prepared by having forty competent conservation specialists take the test and by retaining these test items upon which there was a high degree of agreement. After this pretest, the students were taught units of biology and social studies for a period of several weeks. The test was then given again to see if appreciable gains had been made. (Abstracted at the University of Texas.)

412. MCGUIRE, ARLIE E., "Knowledge, Ability and Attitude Alignment of Secondary School Pupils as Related to Certain Current Social Problems." Cornell University, 1938.

The major concern of this study was to determine (1) the relation of knowledge to attitudes, and (2) the relation of ability or intelligence to attitudes, based upon intelligence tests and using the I.Q. in relation to the attitudes. For knowledge and attitudes relationship, three areas of current social problems were studied: (1) elements of the common law, (2) elementary labor problems, and (3) elementary problems of relief or public welfare. Knowledge in these three areas was measured by means of a specially constructed set of tests. The study included all the students in six small secondary schools, in rural and coal mining areas, one industrial area, and one community of very low economic standards. (Abstracted at Cornell University.)

(See also numbers: 78, 223, 234, 236, 323, 324, 431.)

JUNIOR HIGH SCHOOL LEVEL

413. MCNAUGHTON, ANTHONY HENRY, "The Ability of Seventh Grade Children to Infer Meaning and to Generalize from Two Selections of Written History Materials," University of California, Berkeley, (As listed in *Index, Dis. Abs.*, 1960-1961.)

ELEMENTARY SCHOOL LEVEL

414. BATES, FRANK L., "Factors Related to Children's Understanding of Social Concepts." University of California, Berkeley, 1947.

415. BEAUBIER, EDWARD WILLIAM, "Capacity of Sixth Grade Children to Understand Social Science Generalizations." University of Southern California, 1962.

The purpose of this study was to explore the possible dimensions, under optimum conditions, of children's understanding of three selected social science generalizations. (*Dis. Abs.*, 23:2439-40; L. C. card no. Mic. 62-6036.)

416. FLAUM, LAURENCE S., "A Study of the Understanding Which Fourth, Fifth, and Sixth Grade Pupils in the Elementary Schools of Crawford, Nebraska, have for Figures of Speech Which Appear in the Basic History Textbooks Used in Each of Those Grades." Colorado State College of Education, 1945.

The title of this study is adequately descriptive of its contents. (Abstracted and microfilmed: *Abstracts of Field Studies for the Degree of Doctor of Education,* Colorado State College, 8:27, 1945.)

417. MILLIS, GEORGE HENRY, "Fifth-Grade Pupils' Understanding of Terms Encountered in Their Social Studies Texts." University of Illinois, 1959.

In this study sixty-five fifth-grade pupils were asked to orally express their understanding of twenty social studies terms which had been emphasized in their text. (*Dis. Abs.*, 20:224-5; L. C. card no. Mic. 59-2040.)

418. ORDAN, HARRY, *Social Concepts and the Child Mind.* Teachers College, Columbia University, 1945.

419. RAMONDA, ROBERT JOSEPH, "The Concepts of Liberty and Justice of Children in Four Public School Grades." University of California, Berkeley. (As listed in *Index, Dis. Abs.*, 1959-1960.)

420. ROUTH, MARY RITA, "Understanding of Certain Social Science Concepts in Relation to Sociometric Status of Sixth Grade Children." University of Pittsburgh, 1956.

An attempt was made in this study to determine whether or not children who are successful in their classroom relationships have better understanding of social science concepts than do children who are unsuccessful in this peer group relationship. A five-level test was constructed and administered to 830 sixth-grade children. To further verify the findings, thirty pairs of overchosen and underchosen children were matched for intelligence and reading ability. (*Dis. Abs.*, 17:282; pub. no. 19,645; L. C. card no. Mic. 57-450.) See: "Understanding of Certain Social Science Concepts in Relation to Sociometric Status of Sixth Grade Children," *Pittsburgh Schools*, 31:91-104, January-February, 1957.

421. SCOTT, LUCY, "A Study of Children's Understanding of Certain Statistical Concepts in Social Studies." State University of Iowa, 1942.

(See also numbers: 114, 121, 125, 183, 286, 328, 349, 362, 387, 391.)

GENERAL

422. CHEN, GRACE S., "The Concepts of Democracy among Adolescents." University of Virginia, 1954.

This study attempts to answer these questions: (1) What are the prevalent concepts of democracy among adolescents as measured by [a] ability to state in their own words the meaning of democracy, [b] the ability to apply these concepts to suggestive problems as presented in a discussion, and [c] the ability to recognize the concepts as they are stated—either positively or negatively? (2) What are the typical concepts of democracy mentioned at different grade levels? (3) How similar or varied are the concepts among these students from three grade levels (sixth, ninth, and twelfth)? (4) Is there a traceable growth in the concepts of democracy from grade to grade? (5) How do the concepts mentioned by the adolescents compare with those listed in selected sources? How consistent are these concepts as measured by the three forms constructed for this study? (*Dis. Abs.*, 14:1961; pub. no. 9638; L. C. card no. Mic. A54-2919.)

(See also numbers: 97, 189, 217, 525, 560.)

Critical Thinking

SECONDARY SCHOOL LEVEL

423. SWIFT, LEONARD FORDYCE, "Explanation as an Aspect of Critical Thinking in Secondary School Social Studies." University of Illinois, 1959.

To provide a basis for the appraisal of particular explanations, the rational mode of explanation-in-general is posited in this study and distinguished on the one hand from nonrational modes of explanations, and on the other from particular explanations of various types developed in the various fields of social inquiry. (*Dis. Abs.*, 20:3228; L. C. card no. Mic. 60-243.)

(See also numbers: 87, 455.)

JUNIOR HIGH SCHOOL LEVEL

(See numbers: 107, 413.)

ELEMENTARY SCHOOL LEVEL

424. COTTER, KATHARINE C., "A Study of the Critical Thinking in the Social Studies of Sixth Grade Children in the Public Schools of the City of New York." Fordham University, 1951.

The purpose of this study was to determine whether New York City schools were meeting objectives in teaching pupils to think critically in the social studies as opposed to just knowing facts—i.e., were they able to interpret, understand, and apply social studies facts and principles? The Wrightshine's Test of Critical Thinking in Social Studies, the Standard Achievement Test in Social Studies, and the Pinter General Ability Test were given to eight hundred sixth grade pupils to obtain the data (Abstracted at Fordham University.) See: "Critical Thinking in the Social Studies," *New England Social Studies Bulletin*, 13:7-10, March, 1956.

425. LEWIS, GERTRUDE M., "Problem Solving Opportunities in Fifth Grade Social Studies." Yale University, 1947.

An intensive observational study of social studies classes in two fifth grades taught by teachers selected for the high quality of their teaching. Observations were supplemented by briefer observations in fifth grades in several school systems, also taught by "good" teachers of social Studies. (Abstracted at Yale University.)

426. MAW, ETHEL WILDEY, "An experiment in teaching critical thinking in the intermediate grades." University of Pennsylvania. (As listed in *Index, Dis. Abs.*, 1958-1959.)

(See also number: 352.)

GENERAL

427. GILBERT, JANET MAUDE, "Creativity, Critical Thinking, and Performance in Social Studies." University of Buffalo, 1961.

The purpose of this study was to investigate the relationship of creativity to critical thinking and to performance in the social studies classroom. (*Dis. Abs.*, 22:1906-7; L. C. card no. Mic. 61-4645.)

428. MCGARRY, EUGENE L., "An Experiment in the Teaching of Reflective Thinking in the Social Studies." State University of Iowa, 1961.

Most of the previous experimentation on this topic assumed that reflective thought could be improved most effectively through the use of the problem method. The hypothesis tested in this study was that even greater gains in reflective thinking would result if the process of determining meaning (or the analysis of basic social concepts) were made the primary goal of instruction. (*Dis. Abs.*, 22:2721; L. C. card no. Mic. 61-5591.)

78. STUTZ, FREDERICK H., "An Evaluation of the Contributions of Textbook Illustrations to Understanding in World History." Cornell University, 1946.

This dissertation consists of a description of an experimental research effort to determine the effectiveness of the use by teachers of world history of certain textbook illustrations. Control and experimental classes were employed. In the experimental classes, teachers worked with pupils in studying the illustrations in a given textbook and in connection with the study of the French Revolutionary period. In the control groups, such help was not given. Comparisons in achievement were made. (Abstracted at Cornell University.)

79. ULREY, SHARON S., "Diagnostic and Remedial Treatment of One Hundred Senior High School Students in European History." Northwestern University, 1934.

This experimental study was one of diagnostic and remedial teaching and included three fundamental elements: (1) careful individual diagnosis of student difficulties, (2) application of remedial measures, and (3) measurement of results.

(See also numbers: 85, 87, 274, 302, 321, 366, 368, 370.)

State and Local History

80. GILES, LAWRENCE E., "The Teaching of State History in the Public Schools of the United States: A Survey and Analysis of the Prevalence, Placement, and Content of State History Courses and Units." University of Minnesota, 1950.

This study was an attempt to analyze the comparative prevalence of the teaching of state history among various sections of the United States. It tried to determine the emphases of the teaching of this subject; it tried to discover what kind of an effect this rapidly growing subject would have in making a contribution to better feelings and understandings of all states. (Abstracted at the University of Minnesota.)

81. LIBBER, THEODORE, "Teaching Local History and Community Problems in Washington, D.C." University of Maryland, 1950.

This thesis established a need for a study of local history and government and treats the following areas of concern: (1) the extent to which local history and government can be interspersed in the present course of study, social studies departments, and junior and senior high schools, (2) how curriculum can be revised, and (3) recommendations for re-emphasis and revision of the curriculum. (Abstracted at the University of Maryland.)

(See also numbers: 45, 358.)

Miscellaneous Studies in History

SECONDARY SCHOOL LEVEL

82. BROWN, RICHARD J., "Public Criticism of Secondary School History Teaching 1930 through 1954." State University of Iowa, 1955.

This study descriptively analyzed public criticisms of secondary school history teaching in the United States from 1930 through 1954 as published in books and periodicals with nation-wide circulation. (*Dis. Abs.*, 15:2057, pub. no. 14,088; L. C. card no. Mic. 55-895.)

83. DAVIS, RICHARD WARREN, "High School History: The Great Debate, 1900-1940." Yale University, 1957.

This was a study of developments in the theory of high school history teaching during three major national crises: World War I, Depression, and World War II. The emphasis was on differences between the traditional historians and the social educationists. (Abstracted at Yale University.)

84. HENDRICKS, LUTHER V., *James Harvey Robinson, Teacher of History.* (Teachers College, Columbia University.) New York: Kings Crown Press, 1946.

This biographical study shows the influence of James Harvey Robinson on the teaching of history in high schools and colleges.

85. KNAPP, HENRY W., "Influences of School Size and Consistency of Instruction on Achievement in English and History of 1954 Graduates of Small Montana High Schools." University of Nebraska, 1956.

The purpose of this study was to compare the achievement of Montana high school seniors who graduated in 1954 from small schools with that of those who graduated from larger schools. The subject fields compared were English, American history, and world history. (*Dis. Abs.*, 17:576; pub. no. 18,689; L. C. card no. Mic. 57-912.)

86. SHORES, JAMES HARLAN, "Reading and Study Skills as Related to Comprehension of Science and History in the Ninth Grade." University of Minnesota, 1940.

In this study an attempt was made to (1) study the relationship between each of the measured reading and study skills and reading comprehension of historic materials, (2) determine the relationship between each of the measured reading and study skills and reading comprehension with scientific material, (3) better understand the relationship between both scientific and historical reading comprehension and a sampling of vocabulary from diverse fields, (4) further explore the relationship between a vocabulary of words frequently found in historical and scientific materials and reading comprehension in history and science. In addition, this investigation attempted (5) to determine, when relationships were discovered, the area of the population responsible for these relationships. (Abstracted in *Summaries of Ph.D. Theses* at the University of Minnesota, 3:87-92, 1949.) See: "Skills Related to the Ability to Read History and Science," *Journal of Educational Research*, 36:584-93, April, 1943.

87. WILBER, LEON A., "The Relation of Knowledge of Facts to Power; A Study of the Relationship between the Growth which Secondary School Pupils Make in Factual Knowledge of History and the Growth which They Make in Power to Solve Civic and Social Problems." University of Michigan, 1939.

This study consisted of preparing a test of power to solve civic and social problems which was given, along with factual tests of United States and world history, every six weeks for a year to tenth and eleventh grade classes in these subjects. From the data obtained, growth curves were compared.

(See also numbers: 491, 532.)

JUNIOR HIGH SCHOOL LEVEL

88. HENNEBERRY, EDWARD J., "Social Learnings Contained in Historical Novels within the Comprehension Level of Junior High School Students." Teachers College, Columbia University, 1954.

(See also number: 413.)

ELEMENTARY SCHOOL LEVEL

89. CHASE, WILLARD L., *Teaching Time and Place Relationships in Elementary School History.* Teachers College, Columbia University. Boston: Privately published by the author, Boston University, 1935.

The main purpose of this study was to determine whether or not stressing something other than memorization of facts in sixth grade history would lessen achievement in learning facts. Specifically, an attempt was made in this study to determine whether or not stressing time and place relationships in teaching history at the sixth grade level would lessen achievement in learning facts.

90. MCMURRAY, DOROTHY, *Herbartian Contributions to History Instruction in American Elementary Schools.* (Teachers College Contributions to Education, No. 920.) Columbia University, 1946.

This study began with history teaching in American common schools between 1880 and 1890; discussed the development of Herbartianism in Germany and then in America; commented on Herbartian contributions to place, content, and course of study in history; explained the Herbartian interpretation of methods in teaching history; and discussed the diffusion of Herbartian principles and practices.

91. TRAISTER, HAROLD W., "The Effect of Adjustment of Materials on Pupil Accomplishment in History in the Middle Grades." University of Pittsburgh, 1939.

An attempt to establish, through controlled experimentation, how simplification of vocabulary and reading concepts in history facilitate pupil accomplishments in grades four, five, and six of the elementary school. (Abstracted at the University of Pittsburgh.)

(See also numbers: 347, 477.)

GENERAL

92. ENGLE, SHIRLEY H., "The Culture Concept in the Teaching of History." University of Illinois, 1953.

This study was an exploration of the relationship between the growing body of knowledge about human culture and the teaching of history in the schools. The culture phenomenon was examined to determine its usefulness in suggesting principles for selecting and organizing historical content for the purpose of instruction. (*Dis. Abs.*, 14:317; pub. no. 6939; L. C. card no. Mic. A54-443.)

93. HANSON, JOHN W., "An Inquiry into the Role of History Textbooks in Improving Understanding of Human Actions." University of Illinois, 1953.

This study involves three separate analyses of a sample of high school American history textbooks to discover how well they employ and illustrate what is currently known about human actions. (*Dis. Abs.*, 14:270; pub. no. 6951; L. C. card no. Mic. A54-385.)

94. JEWETT, ROBERT E., "The Use of Historical Evidence in Grounding Civic Beliefs." Ohio State University, 1947.

95. JONES, KATHARINE G., "The Views of Selected American Historians on Issues Bearing Upon the Teaching of History." Ohio State University, 1955.

This thesis reported a study of the views of Albert Bushnell Hart, Carl Becker, Charles Beard, Arthur M. Schlesinger, and Allan Nevins concerning

eleven issues bearing on the teaching of history. (*Dis. Abs.*, 16:81; pub. no. 14,467; L. C. card no. Mic. 56-123.)

96. KATZ, JOSEPH, "Social Process as an Organizing Principle in the Teaching of History." University of Chicago, 1952.

97. ROLAND, JANE, "Explaining, Understanding, and Teaching History: A Philosophical Analysis." Radcliffe College. (As Listed in *Index, Dissertation Abstracts*, 1960-1961.)

98. SOLIS-COHEN, ROSEBUD T., *A Comparative Study of the History Program in English and American Schools*. University of Pennsylvania. Privately printed by the author, 1939.

99. SPRADLIN, SIMON B., "Studies in the History of History Teaching." University of Oklahoma, 1936.

Dr. Spradlin indicates that his study is an analysis of the various methods of instruction of history. The study also points out the strong and weak points of these methods. (Abstracted at the University of Oklahoma.)

(See also numbers: 336, 455, 509, 552.)

Geography

SECONDARY SCHOOL LEVEL

100. BECKER, CHRISTIAN F., "A History of the Development of the Course of Study of Geography in the New York City High Schools, 1898-1953." New York University, 1954.

This thesis attempted to describe the history of geography in the high schools of New York City for the period of existence of Greater New York City. It covered methodology, teacher education, testing, pupil enrollments, schools offering the subject, course of study, teacher salaries, textbooks, materials of instruction, and related topics. It included physical geography, commercial geography, economic geography, and world geography. (*Dis. Abs.*, 15:220; pub. no. 10,656; L. C. card no. Mic. A55-292.)

101. BROOKS, NATHAN C., "The Values of Geography as a High School Subject." University of Oklahoma, 1956.

In this study an attempt was made to ascertain how much geography was being taught in the high schools of the United States—as well as what type. Another attempt was made to determine how valuable geography could be when taught in the high school. Geography programs were set up to indicate how this subject could be taught in various schools of different size. (*Dis. Abs.*, 17:267; pub. no. 19,486; L. C. card no. Mic. 57-428.)

102. CADUGAN, WILLIAM HAYDEN, "An Analysis of Economic Geography Textbooks from 1891 through 1956." University of Pittsburgh, 1958.

The purpose of this study was to trace the development of textbooks in economic geography, on a secondary level, through an analysis of thirty-four textbooks written during the period from 1891 through 1956. (*Dis. Abs.*, 19:81-82; L. C. card no. Mic. 58-2021.)

103. GANDY, WILLARD EUGENE, "The Status of Geography in the Public Senior High Schools of California." Stanford University, 1960.

The purpose of this study was to determine the status of geography in the public senior high schools of California both quantitatively—the amount and

kinds of geography offerings—and, to an extent, qualitatively. (*Dis. Abs.*, 20:4347; L. C. card no. Mic. 60-1347.)

104. KENNEDY, AUDLEY ROBERT, "An Experimental Study of the Differences Between Two Methods of Teaching Economic Geography in the Commercial Department of the San Jose High School." Stanford University, 1936.

The central problem of this study was to determine whether or not students show better results in economic geography by having directed study in the form of a sheet of questions for each lesson than they do when they are merely assigned a topic for study. (Abstracted at Stanford University, *Abstracts of Dissertations*, 12:182.)

105. LANGHANS, ELIZABETH JEREMY, "An Analysis of Current Social Study Texts, Grades Seven through Twelve, in Terms of Inclusion of Geographic Generalizations." University of Colorado, 1961.

The purpose of this study was to discover whether specific geographic generalizations were included in world history, American history, and geography textbooks published for use in grades seven through twelve. (*Dis. Abs.*, 22:3043; L. C. card no. Mic. 62-1250.)

106. RICE, HUGH S., "Mathematical Geography in American School Books." Teachers College, Columbia University, 1950

The central problem in this study was (1) to determine the extent of mathematical geography in the astronomy, geography, and general science books of high school and junior high school level that have been published in the United States, (2) to analyze the nature of the geomathematical subject-matter in these books, and (3) to point out the important differences between the present geomathematical subject matter and that of the older books. (*Mic. Abs.*, 11:601; no. 3; pub. no. 2530; L. C. card no. Mic. A51-293.)

(See also numbers: 73, 276, 370.)

JUNIOR HIGH SCHOOL LEVEL

107. CONNORS, ROBERT E., "Geographic Problem Solving Behavior of Eighth Grade Students in the Warren Beaty Junior High School." Pennsylvania State University, 1959.

The purpose of this study was twofold: (1) to develop a technique for measuring student understanding of physical geographic concepts, (2) to determine what, if any, relationship existed between understanding of physical geographic concepts and the following: [a] achievement in geography as measured by standardized tests, [b] teacher marks in geography, [c] mental age. (*Dis. Abs.*, 20:3221; L. C. card no. Mic. 59-6769.)

108. FORSYTH, ELAINE, "An Experiment in the Teaching of Certain Map Reading Skills at the Junior High School Level." Cornell University, 1949.

This study was an attempt to develop pupil material, as self-teaching as possible, on map-reading skills: direction, distance, and types of projections. Used in experimental groups with pre- and post-tests as a means of evaluation. (Abstracted at Cornell University.)

ELEMENTARY SCHOOL LEVEL

109. BURNHAM, ARCHER LOWELL, (1) "Minimum List of Place Names for Fourth Grade Geography (One Cycle Series), 1938; (2) "Basic List of Geography Terms for Fourth Grade Geography, 1938; (3) "Basic Gen-

eralizations in Fourth Grade Geography," 1939, Colorado State College of Education.

The purpose of these three field studies are well stated in their titles. They consisted of a list of place names and geographic terms compared with (1) the Thorndyke Word List, (2) similar geographic texts of two-cycle type, and (3) the word list of a standard elementary science series for the fourth grade. Geographic principles were compared with (1) the two-cycle series of texts, and (2) the same elementary science series. The validity of the principles was checked by comparison with professional literature on the subject. (Abstracted at Colorado State College.)

110. CARUSO, MARY L., "An Ocean Geography for Children." Teachers College, Columbia University, 1957.

This study is designed to acquaint the child in the upper elementary grades with the world ocean, its resources and their uses. In addition to presenting information on the geography of the ocean to the children, it also makes available to teachers resource material on the ocean which can be used in stimulating and motivating learning in children for living in the world of today and that of the near future. (Abstracted at Columbia University.)

111. DAVIES, GORDON FRANCIS, "Map Skills and Understandings in Intermediate School Social Studies." Stanford University, 1962.

The purpose of this study was to develop a program of map skills and understandings that contributes to children's abilities to use maps as a geographic tool in the intermediate grades. (*Dis. Abs.*, 23:948-9; L. C. card no. Mic. 62-4032.)

112. DAVIS, OZRO LUKE, JR., "Learning About Time Zones: An Experiment in the Development of Certain Time and Space Concepts." George Peabody College for Teachers, 1958.

The purpose of this study was to determine whether children in the fourth, fifth, and sixth grades could profit from instruction in concepts of time and space relating to geographic time zones. (*Dis. Abs.*, 19:2861-62; L. C. card no. Mic. 59-1093.)

113. EDWARDS, JOHN H., "An Analysis of the Aspects of Space Involved in the Teaching and Learning of Geography in the Intermediate Grades." University of Pittsburgh, 1953.

Space concepts in the four most commonly used geography texts in grades four, five, and six were identified. An objective test of these concepts was devised and administered to 500 children in these grades along with the *California Test of Mental Maturity*. Correlations were studied between space and the other factors involved. The statistics were interpreted and recommendations made. (*Dis. Abs.*, 13:705; pub. no. 5765; L. C. card no. Mic. A53-1336.)

114. ESKRIDGE, THOMAS J., JR., *Growth in Understanding Geographic Terms in Grades IV to VI*. Duke University, 1939.

This investigation is a study of the meanings elementary school children have for geographic terms. Data were derived from several types of tests constructed especially for the purposes of this study. Findings were presented in the form of factors and principles which affect the growth and understanding of geographic terms. See: Summary in the *Journal of Geography*, 37:337-44, December, 1938.

115. MCAULAY, JOHN D. E., "Trends in Elementary School Geography, 1928-1948." Stanford University, 1948.

Using several different sources: textbooks, curriculum guides, etc., the author of this study was able to chart changes as they became apparent by comparing materials, methods, objectives, philosophy, etc., in the elementary school geography programs at three ten-year intervals: 1928, 1938 and 1948. (Abstracted at Stanford University, *Abs. Dis.*, 24:448.)

116. Rabozzi, Mario Donald, "Extent of Certain Geographical Skills of Latitude and Longitude of Selected Fifth and Sixth Grade Children." Pennsylvania State University, 1961.

This study attempted to determine to what extent fifth and sixth graders were able to use the skills of latitude and longitude for locational purposes. (*Dis. Abs.*, 23:1630; L. C. card no. Mic. 62-2644.)

117. Ritter, Olive Pearl, "Repetition, Spread, and Meanings of Unusual, Difficult, and Technical Terms in Fourth Grade Geography Texts." State University of Iowa, 1941. (Abstracted at the State University of Iowa.)

118. Ross, Mildred Elizabeth, "Some Basic Geographic Concepts to Which Elementary Students Can Relate Subsequent Knowledge." Pennsylvania State University, 1959.

The purpose of this study was to formulate geographic concepts which could be part of a framework upon which an elementary school geography program could be based. (*Dis. Abs.*, 20:3226; L. C. card no. Mic. 59-6794.)

119. Saboroff, Rose, "A Framework for Developing Map Skills in Primary Grade Social Studies." Stanford University, 1957.

In the first part of this study an analysis was made which clearly pointed out the current lack of geographical knowledge. Next, an analysis of (1) what studies in child development and the learning process contribute to understanding of children's abilities, (2) what map skills and understandings geographers and educators think children ought to have, and (3) what classroom teachers have tried successfully with groups of children—an analysis of these three things—was made. In the second part of the study, an application of the research to the development of an overall plan, designed to develop map skills and understandings within a scope and sequence framework of the social studies, was made. (*Dis. Abs.*, 18:534; pub. no. 25,358; L. C. card no. Mic. 58-4250.)

120. Saveland, Robert N., "A Geography of Missouri for Fourth and Fifth Grades." Teachers College, Columbia University, 1952.

This study was designed to provide suitable reading material for ten- and eleven-year-old boys and girls of Missouri to use in studying their home state. (Abstracted at Columbia University.) Published as: *People and the Regions of the "Show Me" State*. (Kansas City, Missouri: Burton Publishing Company, 1954.)

121. Schumacher, Vernon Andrew, "Fifth and Sixth Grade Students' Understanding of Surface Features of the Earth." State University of Iowa, 1961.

The purpose of this study was to determine (1) what surface feature terms were generally difficult for fifth and sixth graders to understand, and (2) the significant differences between various combinations of fifth and sixth graders from eight communities in the mid-west with respect to their understanding of surface feature terms. (*Dis. Abs.*, 22:2638; L. C. card no. Mic. 61-5606.)

122. Sorohan, Lawrence Joseph, "The Grade Placement of Map Skills According to the Mental Ages of Elementary School Children." Ohio University, 1962.

The purposes of this study were: (1) to determine which map skills should be taught in the intermediate grades, (2) to devise lesson plans to teach these map skills at each grade level (grades four, five, and six), (3) to evaluate the effects of teaching these skills on each grade level, and (4) to determine the most effective grade placement of these map skills. (*Dis. Abs.*, 23:2452; L. C. card no. Mic. 63-1066.)

123. STARR, JOHN WILLIAM, III, "A Comparison of Two Methods of Teaching Map-Reading Skills at the Intermediate Grade Levels." Colorado State College of Education, 1954.

The purpose of this study was to determine the effect of a specific and detailed plan of instruction involving selected map-reading skills and understandings upon the ability of fourth, fifth, and sixth grade pupils to read maps with understanding. (Abstracted and Microfilmed at Colorado State College, *Abstracts of Field Studies for the Degree of Doctor of Education*, 16:95.)

124. WEINSWIG, S. EDWARD, "Evaluation of Lessons to Teach Introductory Map Skills in Grade Four." Boston University, 1962.

The purpose of this study was to develop and evaluate a planned program in social studies to teach basic map skills in the fourth grade with children working alone, in pairs, or in teams of three. (*Dis. Abs.*, 23:1295; L. C. card no. Mic. 62-4805.)

125. WALLACE, CLARA M., "Comprehension of Geography Textbooks by Fourth Grade Children." State University of Iowa, 1941.

(See also numbers: 449, 546.)

GENERAL

126. CULLER, NED, "The Development of American Geography Textbooks from 1840 to 1890." University of Pittsburgh, 1945.

The author indicates that his thesis was a study and analysis of geography textbooks published within the date limits as given in the title. (Abstracted at the University of Pittsburgh.)

127. DOOLEY, M. LOUISE HOLLAND, "A Compilation and Validation of Basic Geographic Concepts for Inclusion in School Curricula from Grades One to Twelve." Boston University, 1957.

A list of 218 concepts were compiled from nationally used textbooks, courses of study, and articles from leading professional publications, and research in the field. These concepts were validated by three juries: (1) professors of geography, (2) professors of social studies in teacher education institutions, and (3) professional geographers. The jury rated each concept for accuracy, importance, and learnability. (*Dis. Abs.*, 17:2243; pub. no. 22,981; L. C. card no. Mic. 57-3616.)

128. DOUGLASS, MALCOLM P., "Interrelationships between Man and the Natural Environment for Use in the Geographic Strand of the Social Studies Curriculum" Stanford University, 1954.

This study seeks to identify, from the published material of professional geographers, geographic ideas which that profession deems significant. It is assumed that the generalizations derived from the geography profession should be considered in selecting curricula for elementary and secondary schools. The study represents an attempt to derive "middle level" generalizations in an area once again receiving major emphasis in the school. (*Dis. Abs.*, 14:2237; pub. no. 10,349; L. C. card no. Mic. A54-3338.)

429. ROTHSTEIN, ARNOLD, "An Experiment in Developing Critical Thinking Through the Teaching of American History." New York University, 1960.

The hypothesis tested in this study stated that, when teaching American history, a concentrated emphasis on thinking would not diminish the acquisition of subject-matter content, and that greater gains in the ability to think critically would be achieved than where there was incidental emphasis or where thinking was presumed to be a derivative of subject-matter acquisition. (*Dis. Abs.*, 21:1141; L. C. card no. Mic. 60-3758.)

(See also numbers: 213, 304, 355.)

Gifted and Slow Learners

SECONDARY SCHOOL LEVEL

430. BIDNA, DAVID BERNARD, "Social Studies Programs For Academically Talented High School Students." University of Southern California, 1961.

This was a study of existing and recommended programs of unusual merit in social studies for academically talented high school pupils in the United States. (*Dis. Abs.*, 22:1459-60; L. C. card no. Mic. 61-3792.)

431. HART, RICHARD LAVERNE, "An Analysis of Factors Related to High and Low Achievement in Understanding Basic Social Concepts." University of Nebraska Teachers College, 1960.

The purpose of this study was to determine insofar as possible the relationship of certain educational factors to the understanding of basic social concepts by members of the senior class in selected Nebraska high schools. (*Dis. Abs.*, 21:2159-60; L. C. card no. Mic. 60-5563.)

432. HOYT, DANIEL BURTON, "A Follow-Up Study of Intellectually Superior Graduates of University High School, State University of Iowa, From 1940 Through 1954, With Emphasis Upon the Social Studies." State University of Iowa, (As listed in *Index, Dis. Abs.*, 1958-1959.)

(See also numbers: 15, 496.)

JUNIOR HIGH SCHOOL LEVEL

433. KIRCHNER, STEPHEN A., "Testing Generalizations about the Gifted in a New York City Junior High School Core Class." Teachers College, Columbia University, 1957.

In this study five generalizations about the gifted child were taken from the literature (such as: The gifted generally have greater ability to do abstract thinking) and were tested in the class through directed experiences. (Note: while there is no direct mention of the social studies in the title of this study nor in the annotation furnished by the author, Dr. Erling Hunt, Columbia University, informed the writer of this guide that it was in fact a study which was concerned with social studies education.)

(See also number: 57.)

ELEMENTARY SCHOOL LEVEL

434. EBELING, HARRIET MARIE, "Instructional Materials in Social Studies for Superior Pupils in the Intermediate Grades." State University of Iowa, 1960.

The purpose of this study was to prepare instructional materials in social studies which would challenge superior pupils in regular fifth grade classrooms. (*Dis. Abs.*, 21:1804-5; L. C. card no. Mic. 60-5648.)

GENERAL

435. DAVIDOW, MAE E., "A Study of Special Instructional Techniques For the Development and the Improvement of Social Skills of Retarded Blind Children." Temple University, 1960.

The broad problem of this study was to find ways to improve the retarded blind child's social behavior so that he might play a more functional role in society. (*Dis. Abs.*, 21:1475; L. C. card no. Mic. 60-4432.)

436. MACPHERSON, MARY ISABEL, "Using Academically Talented Children From a Laboratory Center to Enrich the Social Studies Curriculum by Means of Pupil Specialties." Boston University, 1962.

The purpose of this study was to see if academically talented children from a laboratory center could be used to enrich the social studies curriculum by means of pupil specialties. (*Dis. Abs.*, 23:4262-63; L. C. card no. Mic. 63-3458.)

Teacher Education

SECONDARY SCHOOL LEVEL

437. BURDICK, RICHARD L., "A Guide for a Course in United States History for Prospective High School Teachers of History." Florida State University, 1952.

This dissertation was concerned with the theoretical foundations for a United States history course for prospective high school teachers, some implications from philosophy and psychology for such a course, and a proposed technique for offering improved instruction in a college course of this kind. (*Dis. Abs.*, 12:694; pub. no. 3983.)

438. DAWSON, EARL EDGAR, "Theory and Practice in Negro Colleges Underlying the Preparation of Teachers of the Social Studies for Secondary Schools." University of Kansas, 1942.

This study was an attempt to determine, from representative Negro teacher training institutions, basic educational philosophies and practices underlying existing programs for the education of prospective social studies teachers of high school youth, to appraise these theories and practices in terms of their significance for furthering a society which may be assumed to be growing more democratic, and to indicate, in the light of a democratic philosophy of education envisioned by this study, such changes as ought to be made in existing programs for educating prospective teachers of social studies.

439. HAABY, LAWRENCE, "A Handbook for Student Teachers Working in the Social Studies at State High School of Eastern Michigan College, Kalamazoo, Michigan." Teachers College, Columbia University, 1950.

A guidebook for student teachers of the social studies who participate in teacher preparation programs at Western Michigan University. This guide was used by student teachers and coordinators (critic teachers).

440. HORN, ERNEST W., "An Analysis of the Opinions of Indiana Secondary Social Studies Teachers Concerning the Fifth Year of Teacher Education." Indiana University, 1957.

A stratified random sample of master's degree teachers in the state of Indiana were personally interviewed to obtain their opinions concerning the fifth year of teacher education for social studies teachers. Certain control factors were used to see if there were any significant differences in the responses of the teachers interviewed. (*Dis. Abs.*, 17:194; pub. no. 19,273; L. C. card no. Mic. 57-167.)

441. KLOEPFER, HERMAN J., "A Study of the Pre-Service Training and of Some In-Service Activities of Social Studies Teachers in Secondary Schools of Eleven Southern States." University of Colorado, 1951.

The purpose of this study was to ascertain facts concerning the training and activities of social studies teachers in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas and Virginia. (Abstracted at the University of Colorado.)

442. MORELAND, WILLIS D., "An Analysis of the Preparation of Secondary School Social Studies Teachers in Certain Selected Institutions." University of Nebraska, 1956.

An analysis of the academic and professional preparation of secondary school social studies teachers provided by fifty colleges and universities throughout the country. An attempt was made to analyze these programs in terms of criteria established from the educational literature. (*Dis. Abs.*, 16:2394; pub. no. 18,692; L. C. card no. Mic. 56-3806.)

443. PITKIN, VICTOR E., "A Resource Unit for the Training of Secondary Teachers in Problems and Issues Involving Minority Groups, With Special Reference to Negro-White Relationships." New York University, 1950.

This study represents an attempt to develop a resource unit designed to assist professors of education in helping secondary teachers to understand and deal with problems of intergroup relationships, with special emphasis on negro-white relationships. (*Mic. Abs.*, 114, no. 1:82; pub. no. 2195; L. C. card no. Mic. A51-25.)

444. SEARLES, JOHN E., "The Social Studies Methods Course in the Training of High School Teachers." Stanford University, 1952.

A study of the social studies methods course in training high school social studies teachers, its place in the curriculum, the content of the course, the instructor of the course, and certain common problems in teaching such a course. (Abstracted at Stanford University, *Abs. Dis.*, 27:676.)

445. TOWNES, DANNIE S., "A Study of Pre-Service Preparation and In-service Needs of Social Studies Teachers in the Virginia Secondary Schools for Negroes." Pennsylvania State University, 1952.

The purpose of this study was to survey (1) the literature from and the opinions of social studies teachers, in service, on the preparation of social studies teachers, and (2) the opinions of social studies teachers on the job as to the need for in-service training. (3) On the basis of the findings, to propose a program of teacher education in the social studies at Virginia State College, Petersburg, Virginia. (Abstracted and microfilmed at Pennsylvania State University, *Abs. Doc. Dis.*, 15:398.)

(See also numbers: 161, 205, 470, 471, 492, 534.)

JUNIOR HIGH SCHOOL LEVEL

446. RILEY, THOMAS M., "Unified Social Studies in the Junior High School." Yale University, 1939.

Beginning in February, 1934, Los Angeles introduced unified social studies-English courses (sometimes called integrated or fusion courses) into its junior high schools and the lower grades of the six year senior high schools. By the summer of 1937, some three to four hundred teachers had up to three and one-half years experience in teaching this type of course. The purpose of this study was to analyze the training and experience of a sampling of these teachers, to get their evaluation of their training, and to attempt to discover the pattern of training and experience which might reasonably be expected to accompany success in this particular type of teaching.

(See also number: 379.)

ELEMENTARY SCHOOL LEVEL

447. DUFFEY, ROBERT V., "A Study of the Reported Practices of 538 Temple University Graduates and Students in Their Teaching of Social Studies in the Elementary Schools." Temple University, 1954.

This study sought to discover prevailing practices reported by Temple University graduates and students currently in service who had taken course work at Temple University in the teaching of elementary school social studies; to compare these reported practices with those recommended (through response to the same questionnaire that the graduates and students used) by the faculty who had taught the courses and by recognized authorities in the field; and to determine the effects on the reported practices of such factors as sex of teacher, grade taught, degree status, years of experience, and kind of certificate held. Inquiry was made into organization of content, time allotment, utilization of materials, and methods of instruction. (*Dis. Abs.*, 16:1404; pub. no. 16,833; L. C. card no. Mic. 56-2201.)

448. MALLOY, THOMAS A., JR., "A Historical Study of the Development of Social Science Programs of Elementary-School Teacher-Training Curricula in Massachusetts State Normal Schools and Teachers Colleges." University of Virginia, 1959.

This is an historical study of the development of the social science programs which have been required in the elementary-school teacher-training curricula of the state normal schools and teachers colleges of Massachusetts during the period from 1839-1955. (*Dis. Abs.*, 20:3178; L. C. card no. Mic. 59-6750.)

449. NORCROSS, CLAUDE EDWARD, and WEST, ROBERT LOWELL, "The Preparation of Elementary Teachers in Geography." Stanford University, 1955.

According to the authors of this study, it was one in which an attempt was made to determine how well prospective teachers, in their senior year of college, possess certain basic geographic understandings, and what teacher education institutions were doing to help prospective teachers develop these understandings. The study involved standardizing and administering a test which would reveal these understandings. (*Dis. Abs.*, 16:710; pub. no. 15,352; L. C. card no. Mic. 56-1108.) See: "The Preparation of Elementary School Teachers in Geography," *Elementary School Journal*, 57:325-29, March, 1957.

(See also numbers: 179, 389.)

GENERAL

450. ARUNDEL, EDNA, "The Evolution of Human Geography in Teacher-Education." Yale University, 1942.

This comprehensive study goes into much detail on the following general areas: (1) European beginnings of American human geography, (2) human geography in a period of subject matter emphasis, (3) the growth of human geography in a period of pedagogical emphasis, and (4) principles of human geography dominant in teacher education. (Abstracted at Yale University.)

451. BARBEE, JOHN DANTE, "The Relationship between Teacher Training and Experience and Pupil Success in Social Studies." George Peabody College for Teachers, 1942.

452. BROWN, MARCELLUS N., "The 1951 Social Studies Program for the New Haven State Teachers College." Teachers College, Columbia University, 1954.

Essentially, this project was an analysis of the New Haven State Teachers College student body. This analysis was the basis for the proposed social studies program. (Abstracted at Columbia University.)

453. CHAMBERS, MAUDE L., *The Relation of the Space Arts to the Social Studies.* Teachers College, Columbia University, 1934.

This study was a survey of selected courses of study together with a proposal for the training of teachers of the social studies with particular reference to the space arts.

454. ELLIS, JOSEPH ROBERTS, "Relationships Between Measures of the Professional Performance of Teachers of the Social Studies and Selected Aspects of Their Preparation." University of Texas, 1960.

The purpose of this study is clearly stated in the title. (*Dis. Abs.*, 20:4594; L. C. card no. Mic. 60-2006.)

455. GRIFFIN, ALAN FRANCIS, "A Philosophical Approach to the Subject-Matter Preparation of Teachers of History." Ohio State University, 1942.

The author of this study attempted to clarify the reflective theory of teaching the social studies and its implications for the subject-matter preparation of history teachers.

456. HARVESTER, NORMA, "A Comparative Study of Liberal and Conservative Philosophies of the Social Studies in Higher Education." New York University, 1948.

This was a study of the approach to teaching the social studies in two very different colleges—different because of the dichotomy in philosophy of education. The one recognizes problems of contemporary life as being a serious and legitimate source of study, and uses several types of experience as a basis for learning. The other, the conservative approach, recognizes the past as a serious source of study, utilizing present problems in peripheral rather than in direct treatment. The two colleges' positions were described, illustrated, and evaluated. (*Mic. Abs.*, 8, no. 2:74; pub. no. 982; L. C. card no. Mic. A48-120.)

457. HILLIER, KENNETH LYNN, "The Effect of the Economic Education of Teachers on the Number of Economic Concepts Reported Taught." Oklahoma State University. (As listed in *Index, Dis. Abs.*, 1959-1960.)

458. HOGLE, ALLEN AITKEN, "The Effectiveness of Two Approaches in Supervising Student Teachers of the Social Studies." University of California, Los Angeles. (As listed in *Index, Dis. Abs.*, 1961-1962.)

459. KEINARD, ALVIN S., "An Evaluation of a Voluntary Activities Program as an Enrichment to the Teaching of Geography for Prospective Teachers." Pennsylvania State University, 1956.

This study was an attempt to discover whether a voluntary co-ordinated activities program in geography in the teachers college could improve the preparation for teaching the subject. Specifically, the problem forming the basis of this study was threefold: (1) Will realistic experiences through voluntary student activities stimulate and increase interest in the study of geography? (2) Will participation in these activities and their co-ordination with the regular geography courses tend to increase learning of geography among prospective geography teachers? (3) Will co-ordination of the teachers college geography program with that of the public schools of its service area provide a greater incentive for study and increased learning for prospective geography teachers? (*Dis. Abs.*, 16:1374; pub. no. 16,722; L. C. card no. Mic. 56-2157.)

460. KING, JAMES HAMILTON, "A Critical Analysis of Experimental Doctoral Research in Teaching Secondary School Social Studies 1941-1957." University of Colorado, 1959.

The purpose of the study was to identify and analyze (in terms of hypotheses, designs, mental measures, statistical models, and conclusions) experimental doctoral dissertations in teaching secondary school social studies, 1940-1958. (*Dis. Abs.*, 20:4052; L. C. card no. Mic. 60-1069.)

461. MARCUS, ROBERT BROWN, "An Analysis of the Programs for the Preparation of Prospective Teachers of Geography in Selected Southern States." University of Florida, 1956.

The problem was to determine an outline of essential material for an introductory course in geography and to use this outline in analyzing the programs of geography for the preparation of elementary and secondary social studies teachers in a selected group of teacher education institutions in the eleven southern states accredited by the Southern Association of Colleges and Secondary Schools. Recommendations for the improvement of these programs were included as a part of the report of this study. (*Dis. Abs.*, 16:2393; pub. no. 19,177; L. C. card no. Mic. 56-3805.) See: "The Status of Geography in the Teacher Education Institutions of the South," *Journal of Geography*, 57:236-41, May, 1958.

462. MARMAS, JAMES GUST, "Teacher Preparation in Economics at California State Colleges." Stanford University, 1961.

The purpose of this study was to determine the extent of preparation in economics among prospective high school teachers of business education, social studies, and home economics at California State Colleges. (*Dis. Abs.*, 22:3536; L. C. card no. Mic. 62-281.)

463. MCPHIE, WALTER E., "Factors in the Use and Value of Dissertations in Social Studies Education, 1934-1957." Stanford University, 1959.

This study represented an attempt to discover the value of dissertations completed in social studies education in terms of the judgment of the authors of the studies, and in terms of the amount of use the studies had had since completion. Part II of the study was a comprehensive guide to social studies education dissertations, 1934-1957 and represented the beginning of this present guide. (*Dis. Abs.*, 20:3027; L. C. card no. Mic. 59-6872.)

464. NICHOLSON, VIRGIL MARION, "The Relationship Between Dominative-Integrative Classroom Behavior and Selected Measures of Socio-Civic

Attitudes of Students Preparing to Teach the Social studies." North Texas State College, 1961.

The problem of this study was to determine the relationship between dominative-integrative classroom behavior and the mean scores of selected measures of socio-civic attitudes of students at North Texas State College preparing to teach the social studies and who were doing their student teaching during the 1960-61 school year. (*Dis. Abs.*, 22:2302-03; L. C. card no. Mic. 61-6206.)

465. ROESSER, MILDRED S., "An Analysis of Social Studies Elective Courses at the New York State College for Teachers at Buffalo During the Years 1945-1950." University of Buffalo, 1954.

466. SOBER, ANABEL, "The Preparation of Student Teachers in the Social Studies Department in the School of Education in New York University." New York University, 1958.

This study was undertaken to assist the Department to reappraise its teacher education program in the light of the needs of the profession to assure the students an optimum preparation. Strengths and weaknesses in the program were identified and recommendations for improvement were made. (*Dis. Abs.*, 19:2021-22; L. C. card no. Mic. 58-5649.)

467. TORPEY, DOROTHY M., "A Survey of Social Studies Courses of Study in New York State Colleges and Universities." New York University, 1948.

This study attempts to supply pertinent data with regard to the basic characteristics of social studies courses of study offered during the academic year, 1944-1945, in selected colleges and universities in New York State. Social studies, as defined for the study, included courses in history, economics, geography, government, and sociology. (*Mic. Abs.*, 9, no. 1:69; pub. no. 1132; L. C. card no. Mic. A48-341.)

468. VENT, HERBERT J., "Changes in Attitudes with Different Methods of Teaching Geography in a Teacher Education Institution." Stanford University, 1948.

The purpose of this study was to determine which of several teaching methods in geography was more successful in bringing about attitudinal changes in the area of civic responsibility, world-mindedness, and human understanding. Measurement of attitude changes was determined by developing and using an apperceptive test based upon responses to filmstrips, rather than using the typical objective or essay tests—to which students might be inclined to give "expected" answers. (Abstracted at Stanford University, *Abs. Dis.*, 24:562.) See: "Changes in Attitudes with Different Methods of Teaching Geography in a Teacher Education Institution," *Journal of Geography*, 49:253-54, September, 1950.

469. WHITE, RALPH LEE, "An Analysis of the Social Studies Teachers Education Curriculum in Selected Tennessee Institutions." University of Tennessee, 1960.

This study represents an attempt to (1) analyze selected social studies teacher education curricula in light of requirements and recommendations of the Tennessee State Board of Education and the National Council for the Social Studies, and (2) determine if American history and economic concepts recommended by a jury of college professors were considered in the curricula. (*Dis. Abs.*, 21:320; L. C. card no. Mic. 60-2499.)

(See also numbers: 132, 190, 318, 507.)

Social Studies Teachers

SECONDARY SCHOOL LEVEL

470. Baldwin, Edward B., "An Analysis of White High School Social Studies Teachers of Tennessee for 1939-1940." George Peabody College for Teachers, 1941.

A critical analysis (statistically) or the age, sex, salary, training, experience, teaching load, and turnover of the social studies teachers in the white high schools of Tennessee for the school-year 1939-1940. (Abstracted at George Peabody College for Teachers.)

471. Brummett, Carl A., "A Study to Ascertain Some Relationships Among the Objectives, Training and Experience, and Practices of Social Studies Teachers in Missouri High Schools." University of Colorado, 1950.

The author states that the title adequately describes the purposes of his study. In addition to ascertaining relationships among the factors mentioned, he evaluated these factors also.

472. Chapman, Mildred Stratton, "The Competent Teacher of the Social Studies in Secondary Schools." University of Kentucky. (As listed in *Index, Dis Abs.*, 1961-1962.)

473. Lucas, Walter A., "Opinion and Preference of a Selected Group of Social Studies Teachers in the Public Secondary Schools of the North Central Association Concerning Some Elements of Social Studies Instruction." University of Colorado, 1950.

474. Tidrick, Lawrence J., "The Social Attitudes of Social Science Teachers—a Comparative Study of Such Teachers in the Secondary Schools of New York State." New York University, 1936.

475. Tomedy, Francis J., "The Relationship of Personality Characteristics to Measured Interests of Women Teachers of English, Social Science, Mathematics, and Physical Science in Certain Senior High Schools." New York University, 1952.

The purpose of this study was to investigate whether there are (1) characteristic personality traits in high school women teachers of English, social science, mathematics, and physical science, and in those who are vocationally interested in these subjects, (2) characteristic differences among the occupational groups, (3) differences from the general population as presented in norms, and (4) relationships between the measured vocational interests and personality traits of these groups. (*Dis. Abs.*, 12:540; pub. no. 3627.)

476. Williams, Maurice Courtland, "Instructional assistance needed by English and Social Studies Teachers in the Secondary Schools of Los Angeles County." University of California at Los Angeles. (As listed in *Index, Dis. Abs.*, 1957-1958.)

(See also numbers: 205, 208, 221, 260, 265, 266, 440, 527.)

ELEMENTARY SCHOOL LEVEL

477. Lucar, Janet, "A Study of Elementary Teachers' Attitudes Toward Curricular Patterns, Methods, and Materials in Geography and History in the State of Louisiana." University of Houston, 1958.

The purpose of this study was to determine the reaction of selected Louisiana elementary teachers to the curricular patterns in geography and history, to discover the methods these teachers use in presenting geography and history, and to survey materials they use in teaching these subjects. (*Dis. Abs.*, 19:989; L. C. card no. Mic. 58-5581.)

478. MITCHELL, AUDREY LOUISE, "Differences in Points of View of Elementary-School Personnel on Social Studies Issues." University of California, Berkeley. (As listed in *Index, Dis. Abs.*, 1959-1960.)

479. SCHILSON, DONALD LEE, "Problems of Beginning Teachers In Teaching Elementary Social Studies." State University of Iowa, 1962.

The purpose of this study was to identify and classify problems regarding the work-type functions encountered by beginning teachers in the teaching of elementary social studies. (*Dis. Abs.*, 23:1561; L. C. card no. Mic. 62-4990.)

480. STULL, W. EUGENE, "The Vocabulary Used by Fifty Teachers While Teaching Social Studies in the Fourth Grade." Temple University, 1951.

This was an analytical study. A tape recording was made during the teaching of fourth grade social studies in fifty different situations. A word list was then taken from this recorded vocabulary used by the teachers and was compared with various standard word lists. At this point a complete analysis was made. (Abstracted at Temple University.)

(See also numbers: 179, 329, 447.)

GENERAL

481. CRAWFORD, LAWRENCE T., "Comparative Study of the Information Possessed by a Certain Group of Teachers on Contemporary Social, Political, and Economic Problems and Issues." University of California, Berkeley, 1935.

This study used the following groups: (1) social science teachers in large metropolitan high schools, (2) social science teachers in small high schools, (3) non-social science teachers, and (4) student teachers just completing their credential requirements. The data were treated very extensively statistically both as a group comparison and item analysis.

482. HAWKINSON, ELLA AMELIA, "Selected Difficulties of Social Studies Teachers." University of Minnesota, 1941.

(See also number: 306.)

Supervision and Administration

SECONDARY SCHOOL LEVEL

483. BROWNING, ROY WILSON, SR., "A Handbook for the Use of School Administrators and Teachers of the Social Studies in the Senior High School." University of Kansas, 1941.

The materials of this handbook were organized so that they might serve as an aid to school administrators and teachers of the social studies in answering their many inquiries about this area of instruction.

484. RHODES, SISTER M. RICHARD, "Criteria for a Supervisor's Evaluation of Instruction in Religion and the Social Studies in Catholic Secondary Schools." Catholic University of America, 1949.

The author states that her study was undertaken in order to offer an instrument for the evaluation of instruction in Catholic secondary schools for girls. Instruction, as used in the title, includes both instruction and teaching. Religion and social studies were chosen because they provide the best bases for developing ideas, attitudes, and habits demanded by Christian living in our democracy. A survey was taken of the status of evaluation at the time of the study. Jury appraisal was used as a means of evaluating the criteria drawn up by the author. Judgment of the effectiveness of the items was based on the jury appraisal.

485. WILLAR, SIDNEY BLAIR, "The Effectiveness of Certain Supervisory Practices on Pupil Achievement in Grades 7, 10, and 12 of the Social Studies Classes of the Bald Eagle Area Schools." Pennsylvania State University, 1961.

This study represents an attempt to determine if supervision of instruction improved instruction and pupil achievement. (*Dis. Abs.*, 22:185; L. C. card no. Mic. 61-2408.)

(See also numbers: 208, 273.)

ELEMENTARY SCHOOL LEVEL

486. ELMLINGER, CHARLES ELVIN, "An Administrative Framework for the Development of a Social Studies Program in the Elementary Schools of Nebraska." University of Nebraska Teachers College, 1958.

The title for this study is self-explanatory. (*Dis. Abs.*, 18:2037-38; L. C. card no. Mic. 58-1549.)

GENERAL

487. NEGLEY, HAROLD HOOVER, "Effectiveness in the Supervision of Social Studies in Relationship to the Extent of Authoritarianism in the Practices of Supervisors." Indiana University, 1962.

The purpose of this study was to determine the nature of the relationship which exists between the authoritarian, mid-authoritarian, or non-authoritarian supervisors of social studies and their effectiveness as supervisors. (*Dis. Abs.*, 23:3694; L. C. card no. Mic. 63-2606.)

(See also numbers: 192, 458.)

Social Studies in Other Countries

SECONDARY SCHOOL LEVEL

488. ABDALLA, ABDEL H. E., "Improving the Teaching of Social Studies in Egyptian Secondary Schools: Possible Adaptations of Practices in the United States." Teachers College, Columbia University, 1955.

489. AL-HASSUN, ABDUR-RAHMAN ISA, "The Social Studies Programs in the Iraqi Public Secondary Schools." Stanford University, 1956.

This thesis is a critical study of the social studies instruction in the Iraqi public secondary schools in the light of new changes that have influenced the Iraqi culture and created new demands upon the Iraqi citizen. (*Dis. Abs.*, 17:262; pub. no. 19,894; L. C. card no. Mic. 57-421.)

490. AL-RAWI, MUSARI HASAU, "Major Contemporary Problems and Issues of Arab Society and Their Relationship to the Social Studies Program in

Iraqi Preparatory Schools." University of California, Berkeley. (As listed in *Index, Dis. Abs.*, 1958-1959.)

491. BRUEN, HANAN, "The Impact of Social and Political Factors Upon the Teaching of History in the Secondary Schools of Imperial Germany and the Weimar Republic." University of Chicago. (As listed in *Index, Dis. Abs.*, 1960-1961.)

492. IBRAHIM, ABDEL-LATIF F., "Social Studies in Egyptian Secondary Schools and the Professional Preparation of Teachers of These Studies, 1930-1947." Teachers College, Columbia University, 1950.

This study is an attempt to reveal the roots of the persistent weakness in Egyptian secondary school social studies programs. It covers the period from 1930, the year in which a movement of reform in secondary education and in teacher education began, to 1947, a terminal point after the last movement of reform. (*Mic. Abs.*, 10, no. 3:68; pub. no. 1747; L. C. card no. Mic. A50-264.)

493. KALATHIVEETIL, TERESA K., "A Guide to the Teaching of Civics in the High Schools of Kerala State, India, Based on a Critical Survey of Civics Curricula in Selected Systems in the United States." Loyola University. (As listed in *Index, Dis. Abs.*, 1957-1958.)

494. LOSIER, SISTER ST. MICHAEL, "An Evaluation of Education for Democracy in the Secondary Schools of the Maritime Provinces of Canada." Fordham University, 1952.

The problem of this thesis was to evaluate education for democracy as understood and implemented in the secondary schools of the Maritime Provinces of Nova Scotia, New Brunswick, and Prince Edward Island. The problem embraced four elements, one of which was: the meaning of education for democracy in the light of Christian philosophy of education. (Abstracted at Fordham University; *Journal of Education*, Department of Education, Halifax, Nova Scotia, Canada, 2:17-24, January, 1953.)

495. MCCARTHY, JOSEPH P., "The Effectiveness of Nova Scotia High School Curriculum in Preparing Urban High School Graduates for Vocation, for Citizenship, and for Worthy Use of Leisure Time." Harvard University, 1945.

The author indicates that the title of the thesis adequately covers the contents of the study.

496. MURRAY, NOREEN STEWART, "Citizenship Preparation for Non-Academic Youth in New Zealand Secondary Schools." Teachers College, Columbia University. (As listed in *Index, Dis. Abs.*, 1960-1961.)

497. TAVEL, DAVID Z., "A Comparative Study of Secondary School Social Studies in Peru and Chile." Boston University, 1958.

This study consists of an examination of the social studies in the secondary schools of the national systems in Peru and Chile with specific focus on educational objectives and the implementation of these objectives. (*Dis. Abs.*, 19:2035; L. C. card no. Mic. 59-442.)

(See also number: 319.)

JUNIOR HIGH SCHOOL LEVEL

498. SHAFER, SUSANNE MUELLER, "Persistence of Postwar American Proposals for the Study of Contemporary Affairs in the West German *Volksschule*." University of Michigan, 1962.

Key areas of this investigation were: (1) the specific American recommendations and the ways chosen to implement them, (2) differences between Hesse and Bavaria (both part of the American Zone of Occupation), (3) social studies instructional practices in Hesse and Bavaria today, and (4) factors in present day Germany which give encouragement to the study of contemporary affairs and recent history (*Volksschule*, grades 7 and 8). (*Dis. Abs.*, 23-2760-61; L. C. card no. Mic. 63-440.)

ELEMENTARY SCHOOL LEVEL

499. GEORGEOFF, PETER JOHN, "The Teaching of Social Studies in the Elementary Schools of Yugoslavia." George Peabody College for Teachers, 1962.

In this study an attempt was made to answer questions about social studies objectives, curriculum and organization, methods and materials, and new trends in Yugoslavia. (*Dis. Abs.*, 23:3685-86; L. C. card no. Mic. 63-1877.)

500. SUHR, MYONG W., "Together We Live: A Proposed Civics Textbook for the Elementary Schools in the New Korea." George Peabody College for Teachers, 1954.

GENERAL

501. FINN, THEOPHILUS, "The Social Studies Program in the Province of Alberta." Stanford University, 1950.

This study was an analysis of the social studies program of Alberta, Canada, using the criteria developed by the Department of Superintendence and described in the Fourteenth Yearbook of that department of the National Education Association. The thesis described the printed courses of study in use throughout the province, but also used results of a questionnaire to try to ascertain the extent to which the teachers implemented the ideas in the printed bulletins. (Abstracted at Stanford University, *Abs. Dis.*, 25:347.)

502. GORDON, LES MCKENZIE JAMES, "Improving the Program of Citizenship Education Through the Social Studies in New South Wales Schools." Stanford University, 1958.

This study consists of proposals, based on an examination of the cultural and historical setting, for improving citizenship education through the social studies in New South Wales. (*Dis. Abs.*, 19:2267-68; L. C. card no. Mic. 59-238.)

503. KAYEUM, ABDUL, "Recommendations for the Improvement of Instruction in the Social Sciences for the Schools of Afghanistan, Based on a Cultural Study of Afghans." University of Denver, 1947.

504. LOWE, FLORENCE E., "Pattern of Totalitarian Citizenship Education." Yale University, 1948.

This was designed as a study to determine, from the literature in the field, whether there seemed to be any observable pattern in the program of citizenship education in the totalitarian countries of National Socialist Germany, Fascist Italy, and Communist Russia. If there were any patterns that emerged, these were to be described, and if there were any aspects which were deemed to be applicable to citizenship education in a non-totalitarian country, these were to be noted. (Abstracted at Yale University.)

505. MEYER, WILLIAM T., "The Idea of Race and Nationality in the Education of National Socialist Germany." State University of Iowa, 1937.

The problem of this study was (1) to determine the connotation of the concepts *Rasse* (race) and *Volk* (nationality) in the National Socialist *Weltanschauung*, and (2) to show how these ideas were made effective in the educational process as carried out under the government of the Third *Reich*. (Abstracted at State University of Iowa.)

506. NIBLO, WINFIELD P., "An Experiment in the Teaching of Freedom: A Report on the Development of the Guatemalan Citizenship Education Project." Teachers College, Columbia University. (As listed in *Index, Dis. Abs.*, 1957-1958.)

507. PANCHO, JUSTINA GARALDE, "A Study of Professional Opinions on the Preparation of Teachers in Methods of Teaching Social Studies Given at Philippine Normal College" University of California, Berkeley. (As listed in *Index, Dis. Abs.*, 1961-1962.)

508. SCHATZ, FREDERICK CARL, "A Study of the Reconstruction of Education in the United States Zone of Germany With Emphasis on the Social Studies." University of Tennessee, 1960.

The major purpose of this study was (1) to examine the reconstruction of education in the United States zone of Germany following World War II, (2) to present the democratically oriented educational philosophy, principles, and procedures on which the program was based, and (3) to present evidence of permanent developments in terms of the social studies. (*Dis. Abs.*, 21:2162-63; L. C. card no. Mic. 60-6597.)

509. SHROPSHIRE, OLIVE E., *The Teaching of History in English Schools*. (Teachers College Contribution to Education, No. 671.) Teachers College, Columbia University, 1936.

This study was very comprehensive in presenting the topic indicated by the title. The data were obtained by the author when she visited extensively the schools and school people in England. See: summary in the *Teachers College Record*, 38:244-45, December, 1936.

(See also number: 98.)

Concepts Relating to Foreign Countries

SECONDARY SCHOOL LEVEL

510. ARAMVALARTHANATHAN, MUTHUKUMARASAMY, "A Study of How American High School Seniors Conceptualize India." Ohio State University, 1954.

This study was an attempt to determine the critical concepts about India, and to discover how selected high school seniors conceptualize India in terms of the critical concepts. (*Dis. Abs.*, 20:553-56; L. C. card no. Mic. 59-2704.)

511. BURKHARDT, RICHARD W., "The Teaching of the Soviet Union in American Secondary School Studies." Harvard University, 1950.

The purpose of this study was to discover what was being taught about the Soviet Union. To do this, the author analyzed textbooks with the purpose of his study in mind, had teachers fill out questionnaires on the subject of teaching about the Soviet Union, and had students take information tests about the Soviet Union. (Abstracted at Harvard University.) See: "Soviet Union in American Textbooks," *Progressive Education*, 28:20-23, October, 1950.

512. CHURCH, ALFRED M., "The Study of China and Japan in American Secondary Schools." Harvard University, 1939.

The purpose of this study was to find out what was in the curriculum and in the textbooks concerning China and Japan. An attempt was also made to determine what a representative group of high school juniors knew about the Far East. Suggestions were made as to what might be done in our secondary schools so that students would be better informed and have an understanding of China and Japan. (Abstracted at Harvard University.) See: "What Should Americans Know about the Far East?" *Harvard Educational Review*, 10:454-65, October, 1940.

513. GELL, KENNETH E., "What American High School Graduates Should Know About Canada." Harvard University, 1944.

Volume one of this study, the volume the author of it believes to be the important one, raises the question whether the history, etc., of Canada should be taught along with that of other countries (European, for instance) in "American" high schools. Most of the volume then reviews Canadian history, geography, economics, government, etc., and compares and contrasts it with our own. Volume two is the "usual survey" of what is taught about Canada and where; what American youth knows about Canada; some recommendations; etc. (Abstracted at Harvard University.)

ELEMENTARY SCHOOL LEVEL

514. KENNEDY, LEONARD MILTON, "The Treatment of Moslem Nations, India, and Israel in Social Studies Textbooks Used in Elementary and Junior High Schools of the United States." Washington State University, 1960.

The books analyzed in this study were from geography and integrated series published since 1956. (*Dis. Abs.*, 21:498-9; L. C. card no. Mic. 60-2706.)

515. LATTIN, RICHARD THOMAS, "An Evaluation of Elementary School Pupils' Knowledge of Canada as Related to the Opinion of Authorities." State University of Iowa, 1952.

The knowledge of Canada possessed by 752 sixth grade pupils from Iowa's elementary schools was ascertained and then related to what certain authorities considered to be the important factors that students should be given the opportunity of learning. (*Dis. Abs.*, 12:708; pub. no. 4081.)

516. URDANG, MIRIAM EAKIN, "Images of Asia Held by Sixth Grade Pupils in New York State: Implications For Instruction." Teachers College, Columbia University. (As listed in *Index, Dis. Abs.*, 1960-1961.)

517. WESTERMARK, TORY I., "A Comparative Study of Selected Canadian and American Sixth Grade Students' Knowledge of Certain Basic Concepts About Canada and the United States." University of Oregon, 1962.

The purpose of the study was to isolate some concepts considered important to an understanding of Canada and the United States and to determine the extent to which these concepts are known by Canadian and American sixth-grade students. (*Dis. Abs.*, 23:3705-06; L. C. card no. Mic. 63-1086.)

GENERAL

518. AUSTIN, DAVID EDWARDS, "Essential Concepts Regarding China." Colorado State College of Education, 1955.

The purpose of this field study was to determine what concepts an American citizen should have with regard to China. Two sub-purposes of the study

were: (1) to provide a guide to the study of China based upon correct and the most important concepts in an effort to make the study of this important country and people more than just a presentation of curious differences in habits, and (2) to direct more attention at Colorado State College, *Abstracts of Field Studies for the Degree of Doctor of Education*, 17:1.)

519. BANCROFT, PETER A., "What Americans Should Know About Brazil." Colorado State College of Education, 1957.

In an attempt to determine what an American should know about Brazil, a jury of experts was used to select the basic concepts from a collection of concepts supplied by the author of the study. (Abstracted and microfilmed.) See: *Abstracts of Field Studies for the Degree of Doctor of Education*, indexed in Part II of *Dis. Abs.*)

520. DEODHAR, SHYAMA, "The Treatment of India in American Social Studies Textbooks, 1921-1952." University of Michigan, 1954.

This study is an attempt to appraise the treatment of India in recent American school world history and geography textbooks in terms of the criteria of comprehensiveness, balance, objectivity, and accuracy, and from an historical viewpoint. (*Dis. Abs.*, 14:625; pub. no. 7636; L. C. card no. Mic. A54-895.)

521. EDWARDH, MELVEN O., "Essential Concepts Regarding Canada." Colorado State College, 1962. (*Abstracts for Field Studies for the Degree of Doctor of Education*, 23:116.)

522. ESPIRITU, SOCORRO C., "A Study of the Treatment of the Philippines in Selected Social Studies Textbooks Published in the United States for Use in the Elementary and Secondary Schools." Syracuse University, 1954.

This thesis is a report of a quantitative and qualitative analysis of materials on the Philippines as written in American textbooks. These texts were compared with those about the Philippines as presented by Filipino authors. (Abstracted at Syracuse University.)

523. FELLERS, MARVIN, "What an American Should Know About Russia and the Soviet Union." Colorado State College. (*Abstracts for Field Studies for the Degree of Doctor of Education*, 23:123, 1962.)

524. HOPF, CARROLL HENRY, "What an American Should Know About Cuba" (Research Study No. 1). Colorado State College, 1961.

The purpose of this study was to determine what concepts an American citizen should have with regard to Cuba and to provide suitable content for the teaching of those concepts. (*Dis. Abs.*, 22:4219; L. C. card no. Mic. 62-1577.)

525. RAMASESHAN, RUKMINI SELVAM, "Evaluation of Understanding of Contemporary India among Certain Youths and Adult Groups in Iowa." State University of Iowa, 1950.

In this study the existing knowledge on contemporary India was tested in certain high schools and undergraduate and adult groups in Iowa through the use of questionnaires. On the basis of this normative survey, the correct information and the possibility of correcting errors in definite areas of misconception were suggested.

526. SIDHANTA, RANJANA, "A Study of Basic Concepts Relating to India." State University of Iowa, 1950.

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Social Studies Miscellaneous

SECONDARY SCHOOL LEVEL

527. DEAN, ELMER J., "Social Studies in the Negro High Schools of Georgia 1952." Teachers College, Columbia University, 1955.

An attempt was made in this thesis to present social studies teaching as it actually was in the Negro high schools of Georgia in 1952. Social studies teaching was analyzed from the following points of view: physical facilities, the curriculum, method, the teacher, and the dual system of education.

528. ENTIN, JACK W., "A Proposed Plan for the Establishment of a Social Studies Service Bureau for the Secondary Schools in the City of New York." New York University, 1950.

This study reported a plan for an instructional materials bureau with a staff of editors, technicians, and librarians. This service bureau would also include the following: a resource unit pool, clearing house and exchange center; workshop for examinations and instructional materials; distribution center for meeting the needs of teachers everywhere; periodical bulletin; a liaison agency for coordinating functions with the Audio-Visual Bureau and the Curriculum Bureau. A pilot plan of the bureau, along with a method for financing the bureau was also included. (*Mic. Abs.* 10, no. 3:56; pub. no. 1805; L. C. card no. Mic. A50-322.)

529. GERBER JOE NEWTON, "Trend of Relative Emphasis on Science and Social Studies in Accredited Secondary Schools of Tennessee, 1930-1931 through 1939-1940." George Peabody College for Teachers, 1941.

530. HELLMICH, EUGENE W., *The Mathematics in Certain Elementary Social Studies in Secondary Schools and Colleges.* (Teachers College Contributions to Education, No. 706.) Teachers College, Columbia University, 1937.

This study was completed in 1935 and published the date given above. It undertook to discuss the problem concerned with the realization that pupils who study the social sciences in secondary schools must have adequate preparation for the intelligent comprehension of these studies as well as for continuing the studies in colleges and universities. Therefore, the study investigated to a limited extent the mathematics involved in the study of the social sciences and the provision that is made for learning those mathematics. It attempted to determine the connections between mathematics and social studies materials. (Abstracted in *Teachers College Record,* 39:244-45, December, 1937.)

531. HOBBS, JAMES N., "The Status of the Social Studies in Selected Tennessee Schools, Grades Seven through Twelve, 1945-1956." University of Tennessee, 1956.

The purpose of this study was twofold: (1) to determine changes which have occurred in the social studies program in selected secondary schools from 1945 to 1956 with regard to purposes, content, instructional materials, pupil activities, instructional organization, teaching methods, evaluation procedures, and learning outcomes; and (2) to determine the causes for these changes.

532. JACOB, ROBERT WILLIAM, "An Inquiry Into Selected Factors of Secondary Education Bearing on Student Achievement in Basic History and Political Science Courses at Oklahoma State University." Oklahoma State University. (As listed in *Index, Dis. Abs.,* 1961-1962.)

533. MURPHY, WILLIAM CARL, "The Study of the Relationships Between Listening Ability and High School Grades in Four Major Academic Areas." University of Alabama, 1962.

The purpose of this study was to investigate the listening ability of high school seniors and the relationships between listening ability and teacher-awarded grades in four academic areas: social studies, English, science, and mathematics. (*Dis. Abs.*, 23:3693; L. C. card no. Mic. 63-2050.)

534. THOMPSON, OSCAR EDWARD, "Social Studies Instruction in Iowa High Schools." State University of Iowa, 1945.

This study describes social studies instruction in ninety public high schools in the state of Iowa. More specifically, it presents the instructional procedures, course offerings and content, academic training of teachers and library facilities for teaching the social studies. (Abstracted at the State University of Iowa.)

535. THOMSON, JAMES ROBERT, JR., "A Study of Twelfth Grade Social Studies in the White Alabama High Schools." University of Alabama, 1960.

It was the purpose of this study to determine the courses being offered and the topics studied in twelfth grade social studies in the white public high schools in Alabama and to gather other pertinent information concerning the teaching of these courses. (*Dis. Abs.*, 21:2540-41 L. C. card no. Mic. 61-237.)

JUNIOR HIGH SCHOOL LEVEL

536. SCHILLER, SISTER MARY PHILOMENE, S. L., "An Experimental Study of the Functional Use of Certain Skills in Seventh-Grade Social Studies." Fordham University. (As listed in *Index, Dis. Abs.*, 1959-1960.)

537. SCOTTEN, CLYDE FOSTER, "Some Facts Concerning the Alternation in Social Studies of the Seventh and Eighth Grades of the Rural Schools of Pettis County, Missouri." University of Missouri, 1942.

Factors and conditions are existent in the rural schools of Pettis County (and elsewhere in Missouri) which make it difficult to teach the entire outline of social studies subject matter as contained in the state course of study. Therefore, a plan of alternation of the grades was set up and had continued through the years. This dissertation had for its purpose: to determine the merits of this plan of alternation of grades and subject matter within the social studies.

ELEMENTARY SCHOOL LEVEL

538. ADAMS, JOHN QUINCY, JR., "Selected Variables Related to the Frequency of Questions Asked in Social Studies in Grades Five and Six." Arizona State University. (As listed in *Index, Dis. Abs.*, 1961-1962.)

539. BROYLES, MAUD JEFFERSON, "Teachers and Children View Satisfactions in Their Intermediate-Grade Social Studies." Teachers College, Columbia University. (As listed in *Index, Dis. Abs.*, 1960-1961.)

540. CHACE, HARRIET, "Social Studies Skills in the Centerville School." Teachers College, Columbia University, 1953.

The purposes of this study were to study the effectiveness of teaching map skills, repeating skills, and skills in cooperative activities at successive grade levels in an elementary school; to develop better articulation among the grades in relation to these skills; and to study the results of cooperative

teacher and pupil planning in carrying out this work during a school year. See: "Social Studies Skills in an Elementary School," *New England Social Studies Bulletin,* 11:9-17, March, 1954.

541. COWAN, AUDLEY W., "Elementary School Social Studies: a Research Guide to Sequence." Stanford University, 1950.

In this study an attempt to trace and analyze the various patterns of sequence in elementary school social studies is made. Also, there is an effort to formulate a guide to sequence based upon research in the psychological aspects of child development. (Abstracted at Stanford University, *Abs. Dis.,* 26:374.)

542. DEWITT, CHARLES MAURICE, "The Extent of the Relationship Between Theory and Practice in the Teaching of Social Studies in the Elementary Schools." University of Maryland, 1957.

The hypothesis that lag exists between theory and practice was tested in this study. The problem was to determine the extent of the lag, the particular areas experiencing lag, and proper theory for social studies as determined by the opinion of experts. (*Dis. Abs.,* 18:522; pub. no. 25,329; L. C. card no. Mic. 58-4239.)

543. GOODSIDE, SAMUEL, "A Social Studies Syllabus for Secular Teachers in Jewish All-Day Schools." New York University, 1951.

This syllabus, for teachers of general studies in Jewish elementary day schools, attempts to give the teacher the instructional materials of Jewish life that he requires in teaching social studies. These instructional materials depict the contributions of Hebrew culture to our American heritage. It portrays the role of the Jewish minority group in our cultural pluralism and makes a contribution toward the achievement of one of the objectives of democratic education in the elementary schools. (*Dis. Abs.,* 12:267; pub. no. 3616.)

544. HILLIARD, R. PAULINE, *Improving Social Learnings in the Elementary School.* Teachers College, Columbia University, 1954. See: "Improving Social Learnings, Our Hope for Ending Social Discrimination," *Educational Leadership,* 12:79-84, November 1954.

545. KALTSOUNIS, THEODORE, "A Study Concerning Third Graders' Knowledge of Social Studies Content Prior to Instruction." University of Illinois, 1961.

This study sought to determine the extent to which third grade children know the third grade social studies cognitive content, as it appears in the third grade social studies textbooks, before they start studying it. (*Dis. Abs.,* 22:1528-29; L. C. card no. Mic. 61-4322.)

546. LADUE, DONALD CARL, "Social Studies Interests of Second, Fourth and Sixth Grade Children as Evidenced in Their Art, Writing, Oral Expression and Selection of Reading Material." Pennsylvania State University, 1962.

The purpose of this study was (1) to explore the social studies interests of elementary school children in geographical areas as evidenced by the criteria listed in the title, and (2) to determine the extent to which these interests in geographical areas are reflected in Pennsylvania's prescribed course of study for the social studies. (*Dis. Abs.,* 23:3689; L. C. card no. Mic. 63-3060.)

547. MUGGE, DOROTHY JUNE, "Social Studies Information of Beginning Second Grade Children." Columbia University, 1962.

Through the use of a questionnaire, this study attempted to assess the social studies information of beginning second grade children. (*Dis. Abs.*, 23:4170-71; L. C. card no. Mic. 63-2276.)

548. PFLUGER, LUTHER W., "A Study of Opportunities for Social Learning in the Elementary Schools of a Rapidly Growing Suburban Community on Long Island." Teachers College, Columbia University. (As listed in *Index, Dis. Abs.*, 1959-1960.)

549. SLOYAN, REVEREND GERARD S., *The Recognition of Certain Christian Principles in the Social Studies in Catholic Elementary Education.* Catholic University of America, 1948. (Note: This study was actually completed in 1947, but was not published until the date given.)

After an examination of the purposes of Catholic school education, the meaning of curriculum, and the meaning of "social studies," a lengthy chapter is devoted to the elucidation of five major principles of Christian life: (1) God's providential care, (2) the dignity of the individual, (3) the unity of mankind in virtue of the universal redemption, (4) the obligations of mutual support out of justice and divine charity, and (5) the interrelation of Church, State, and family. The remaining two chapters are given to an analysis of existing courses of study in Catholic school systems. These courses of study consisted of the following: [a] geography, [b] history, and [c] citizenship, and were analyzed in the light of the principles developed in the chapter described above.

550. UKA, NGWOBIA, "Sequence in the Development of Time Concepts in Children of Elementary School Age." University of Southern California. (As listed in *Index, Dis. Abs.*, 1957-1958.)

551. WERNER, EMMY E., "Social Competence of Kindergarten and Fifth Grade Children as Evaluated by the Vineland Social Maturity Scale." University of Nebraska, 1955.

Using the instrument mentioned in the title, the purpose of this study was to determine if there are: (1) significant sex differences in social competence; (2) significant differences in social competence between [a] children from different socio-economic levels, and [b] rural and urban children; (3) significant interrelationships between the milieu variables, intelligence and social competence; and (4) consistent trends in these interrelationships from one age level to another. (*Dis. Abs.*, 15:2108; pub. no. 12,762; L. C. card no. Mic. 55-973.) See "Milieu Differences in Social Competence," *Journal of Genetic Psychology*, 91:239-49, December, 1957.

GENERAL

552. BOOZER, HOWARD RAE, "The American Historical Association and the Schools, 1884-1956." Washington University, 1960.

The purpose of this study was to trace the activities relating to American elementary and secondary education of the American Historical Association from its founding in 1884 through 1956. (*Dis. Abs.*, 21:1829; L. C. card no. Mic. 60-4639.)

553. FELDMAN, EDWIN, "UNESCO and American Schools: 1946-1957." Stanford University, 1960.

The purpose of this study is threefold: (1) to illustrate clearly the way UNESCO is organized on the international, national, and local levels; (2) to survey what has taken place in schools in the United States concerning

UNESCO during the years 1946-1957; and (3) to analyze the concepts about UNESCO's objectives and their significance for schools in the United States, held by both proponents and critics of UNESCO. (*Dis. Abs.*, 21:2942-43; L. C. card no. Mic. 60-6704.)

554. FRIEDMAN, KOPPLE CLAYTON, "The Growth of Time Concepts." University of Minnesota, 1943.

This is a study of the development of the concepts of time and chronology, from kindergarten to grade twelve. The study also attempts to determine the understanding of these concepts by adults. (Abstracted at the University of Minnesota.) See *Social Education*, 8:29-31, January, 1944.

555. GIBBONEY, RICHARD ALLEN, "An Experiment to Determine the Relationship Between Socio-Economic Status and Achievement in the Social Studies." George Peabody College for Teachers, 1957.

The primary purpose of this study was to determine the relationship between socio-economic status and achievement in the social studies when intelligence is a controlled factor. (*Dis. Abs.*, 18:956-57; L. C. card no. Mic. 58-4642.)

556. KNAPP, ROYCE H., "American Regionalism and the Social Studies in New England Schools." Harvard University, 1943. (Note: This is the title as given in *Doctoral Dissertations Accepted by American Universities* and as it was received back from the Harvard Education Library after the compiler of this guide had sent for corrections. However, Dr. Knapp states that the title should read: "Adjusting the Social Studies Programs of New England Schools to the Life and Problems of New England.")

A study of the life and problems of New England related to the social studies programs of New England schools. Recommendations for including systematic study of New England's social life and problems in the school program are given. See: "American Regionalism and Social Education," *Social Education*, 6:362-65. December, 1942.

557. MEASAMER, MURRY B., "Factors Associated with Success and Failure in Learning the Social Studies." George Peabody College for Teachers, 1940.

This study was initiated for the purpose of examining certain specified factors related to success and failure in learning the social studies. Specifically, it dealt with the relationships between (1) achievement in reading literature, in science, in arithmetic problems, and language usage and success and failure in learning history and geography; (2) achievement in history and achievement in geography; (3) sex and achievement in social studies; (4) mental age, I.Q., personality, and chronological age to success and failure in learning the social studies; and (5) extracurricular activities and hobbies and success and failure in learning the social studies. (Abstracted at George Peabody College for Teachers.)

558. OVARD, GLEN FOWLER, "Planning Social Studies Facilities for Secondary Schools." Stanford University, 1959.

The purpose of this study was to develop the educational specifications for social studies facilities for secondary schools. (*Dis. Abs.*, 19:2833-34; L. C. card no. Mic. 59-1426.)

559. PITMAN, PAUL M., "The Nature and Nurture of Social Values." University of Southern California, 1948.

A philosophical study. (Abstracted at University of Southern California.)

560. PURPEL, DAVID EDWARD, "The Comprehension of Written Social Studies Content as a Function of Amplification and Topic." Harvard University. (As listed in *Index, Dis. Abs.*, 1960-1961.)

561. ROSELLE, DANIEL, "Samuel Griswold Goodrich, Creator of Peter Parley." Teachers College, Columbia University, 1950.

This study is a presentation of the life and works of Samuel Griswold Goodrich, among other things a social reformer, with particular stress being placed on his Peter Parley activities. Goodrich is looked at from the following points of view: (1) the formative period of his life (childhood, youth, and young adulthood), (2) through his "Peter Parley" books along with the problems involved in publishing them, (3) as an editor of literature for adults, and (4) through his work in fields that are not primarily literary in nature. (*Mic. Abs.*, 10, no. 3:148; pub. no. 1752; L. C. card no. Mic. A50-269.) See: "What Ever Became of Peter Parley?" *Social Education*, 21:7-10, January, 1957.

562. SCHAFFLER, THEODORE ROOSEVELT, "Education for Democracy." University of Oklahoma, 1942.

This study attempted to show (1) that the school, and the education it fosters, has not taken a leadership position but has promulgated the ideals and interests of a class, usually small but dominant; (2) what the democratic ideology is, and what is required that it be fully attained among men; and (3) the type of education that embodies the full democratic ideology. (Abstracted at University of Oklahoma.) See: "Education for a Democracy; Summary of a Thesis," *Phi Delta Kappan*, 25:54-57, October, 1954.

563. SHERMIS, SHERWIN SAMUEL, "John Dewey's Social and Political Philosophy: Its Implications for Social Studies Education," University of Kansas, 1961.

In this dissertation, Dewey's political philosophy—writings in the area of economics, history, political science, social psychology, labor relations and current events—were discussed and evaluated. The meaning of Dewey's social philosophy for the teaching of social studies in public schools is indicated. (*Dis. Abs.*, 22:4044; L. C. card no. Mic. 62-1870.)

564. TOLL, PAUL A., "A Critical Treatment of the Concept of Democracy: Its Clarification and Implications for the Social Studies." Ohio State University, 1936.

565. VANARIA, LOUIS MICHAEL, "The National Council for the Social Studies: A Voluntary Organization for Professional Service." Columbia University, 1958.

This study traces the antecedents of the National Council for the Social Studies and its development since its establishment in 1921. (*Dis. Abs.*, 19:83; L. C. card no. Mic. 58:2479.)

566. YOUNG, JOHN J., "The Legal Bases for the Teaching of Social Science in the Public Schools of the United States." New York University, 1935.

This study was started because of the author's interest in pressure groups who were trying to write their special viewpoints into the social studies programs of the schools of the United States. It turned into a study of the legislation which affected the social studies either directly or indirectly. This included laws which established specific requirements in this area and also the laws which delegated authority to control the social studies program such as the organization of state boards of education, etc. (Abstracted at New York University.)

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NOTE: The numbers which appear in this index are *not* page references. They identify individual studies. All dissertation references have been assigned numbers serially from the first to the last entry.

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